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ABSTRACT

The comic book featuring a deaf super-hero and the accompanying teacher guide are designed to teach junior high school students about nutrition. Section 1 of the teacher's guide outlines student activities which are grouped according to nutritional concepts. Objectives, subject areas, and resources are identified. Seven nutritional concepts, identified by the Illinois Nutrition Education and Training Program, are covered: physiological facts, nutrients, food handling, life cycle, social/psychological aspects of food, food technology, and nutrition and society. Activities are keyed according to the following subject areas: consumer education, health, home economics, language arts, math, reading, science, and social studies. Section 2 offers supplemental teaching information including handouts with background nutritional information (such as food or menu terms, nutrition terms, and nutritional concepts and objectives by developmental level), a student study guide, discussion questions, illustrated signs for nutritional terms, and a list of 49 resources (including books, curriculum guides, and audiovisual materials). A list of organizations and agencies providing instructional materials on nutrition completes the teacher's guide. (SW)

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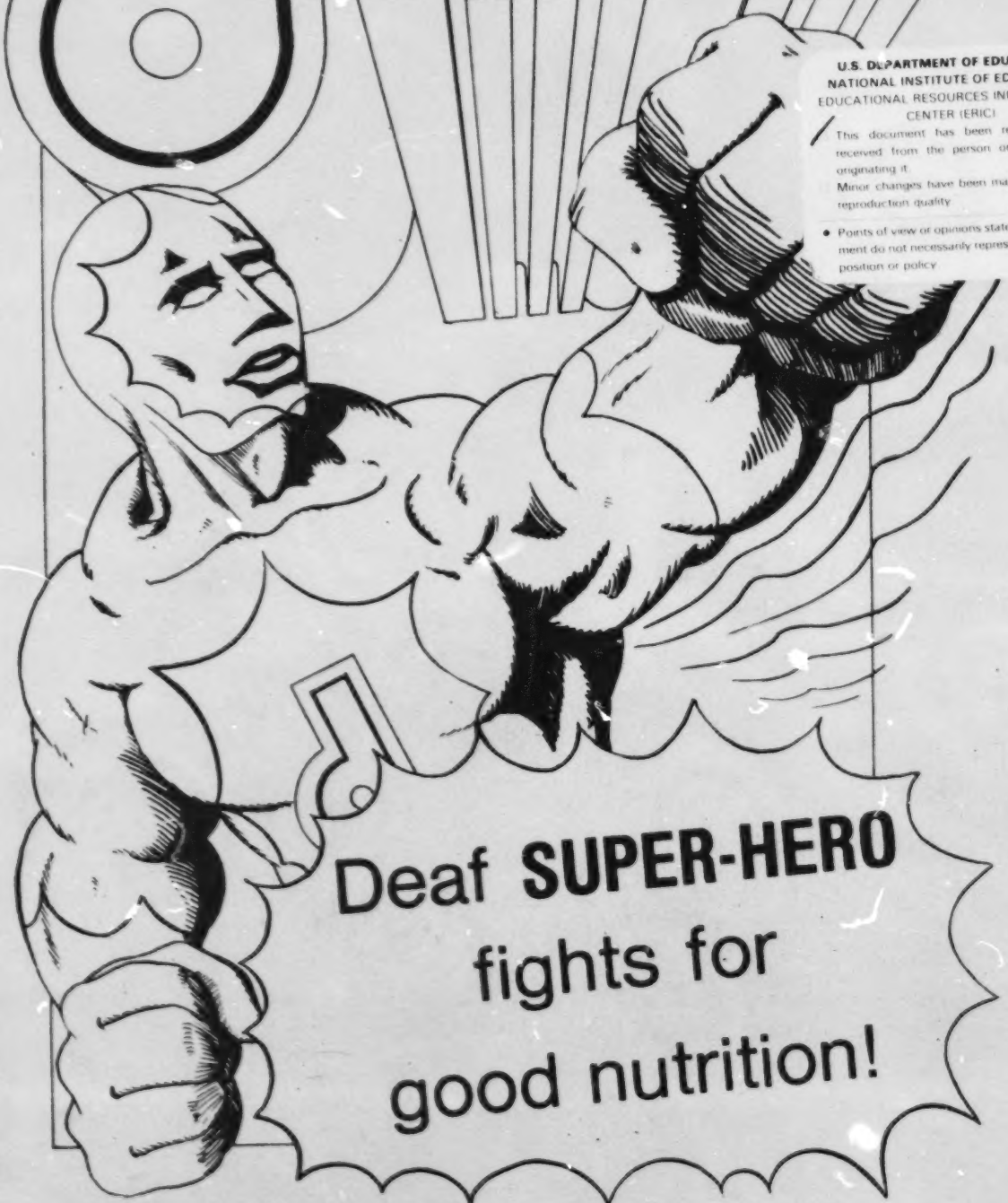
TEACHER'S GUIDE

d-man



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Deaf **SUPER-HERO** fights for good nutrition!

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THE STORY OF D-MAN

At the football game, David and Jeff see a stranger in costume. They follow him to see if he is the team mascot, and discover that he is deaf.

Words come out of the stranger's fingers. He writes his name, D-Man, in the air. D-Man also shows that he can write (fingerspell) the word "tiger" and also draw (sign) it in the air.

David, Jeff, and D-Man watch the game together. David and Jeff invite D-Man to the dance after the game, and they go in David's car.

When they get to the dance, David wonders why he feels sick. D-Man shows all the foods which David has been eating. The dancers stop to watch and D-Man explains that the "D" in D-Man stands for deaf and also for diet. He also explains that David is ill because he ate dinner too fast, ate popcorn because he was bored, drank pop when he was thirsty, ate candy to avoid hurting Jeff's feelings, and ate hot dogs because he was jealous. D-Man shows what would have happened if David had different eating habits.

Next, he looks at Debbie. Debbie did not eat breakfast, drank pop when she was hungry, became tired in class because she had no energy, ate candy and pop instead of the school lunch, and discovered that she had cavities in her teeth at the dentist's office. He then shows a new Debbie with new diet habits.

Bob is his next example. Bob is a football player who pays attention in health class because he wants to be healthy and strong. At the grocery store, he helps his parents decide what food to buy, looks at the labels, and chooses wisely. He's healthy and a good athlete.

Lisa also has a good diet. She eats food that has many nutrients, and doesn't eat food that has too many calories. She also tries to be a good example for her younger sister.

The dancers want to know how to write and draw in the air, and they also want to see their own diet stories. D-Man shows them how to make a "d" and tells them that they must write their own diet stories, that they are responsible for their own diets.

D-Man and teacher's guide may be ordered from:

Nutrition Education and Training Project
West Central Regional Education Service Center
3202 North Wisconsin Avenue
Peoria, IL 61603

D-MAN: TEACHER'S GUIDE

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INTRODUCTION

This guide was designed to accompany the nutrition education comic book, D-Man Deaf Super-Hero Fights For Good Nutrition! and expands only the nutrition concerns addressed in the comic book. The comic book may be used for a variety of purposes with students at various learning levels. Activities in this guide are aimed at junior high students. However, objectives to adjust activities for intermediate and senior high students are included.

OVERVIEW

STUDENT ACTIVITIES

The activities are grouped according to nutritional concepts. Objectives, subject areas, and resources are identified.

Nutritional Concepts - The seven concepts identified by the Illinois Nutrition Education and Training Program provided the structure in planning the activities.

Objectives - Only those junior high objectives relating to the nutrition concerns in the comic book are included in the activities. The remaining junior high objectives as well as those for intermediate and senior high students are included as supplemental teaching information.

Subject Areas - Activities are keyed according to subject areas using the following key:

Consumer Education	CE	Math	M
Health	H	Reading	R
Home Economics	HEc	Science	Sc
Language Arts	LA	Social Studies	SS

Resources - Activities may be expanded by using the materials suggested in the resource section. The number listed by the activities correspond to a specific entry on the resource list.

SUPPLEMENTAL TEACHING INFORMATION

This section provides the teacher with convenient resources including background nutritional information, a study guide, discussion questions, and signing.

Background Nutritional Information - An expanded version of USDA's Daily Food Guide, including nutrient, calorie, snack, and breakfast information is given. Food and nutrition terms used in the comic book are listed. A chart detailing the nutritional concepts and objectives by developmental levels is provided.

Study Guide and Discussion Questions - These were designed to be used with the information in the comic book. Each can be expanded to include information acquired through additional activities.

Signing - Because interest in signing will be generated, a section is included which shows the signs for many foods. Many of the activities given can be adapted so that signs can be used. (Fingerspelling alphabet is included in the comic book.)

RESOURCES

A list of materials related to nutrition concerns addressed in the comic book is provided. Some resources are appropriate for additional study by the student and others for additional information for the teacher.

1. PHYSIOLOGICAL FACTS

Nutritional Concept: Nutrition is the way the body uses food. We eat food to live, to grow, to keep healthy and well, and to get energy for work and play.

Objective: Identify at least two effects food choices have on physical fitness and physical appearance.

Subject Areas	Student Activities	Resources
LA, Sc, H, HEc	Write a descriptive essay comparing your physical characteristics with those of your parents or other persons of your household. State how changes in your diet might change your physical characteristics.	
H, Sc, HEc	Consider only the physical characteristics of a number of sugar-rich foods and list the ones which are most likely to contribute to cavities. Use foods to demonstrate physical characteristics of stickiness, if possible.	
Sc, H	Explain briefly how sweets contribute to tooth decay.	1, 5, 19
LA, R, HEc	Copy parts of the comic book or draw your own comic book characters to illustrate a diet story. Display in the cafeteria.	

1. PHYSIOLOGICAL FACTS - cont.

Subject Areas	Student Activities	Resources
LA, H, HEc	Role play situations where teenagers have balanced diets and poor diets. Characters may be selected from the comic book.	40, 45, 49
R, LA, H, HEc	Research the reasons you should eat breakfast. Make tags or badges with breakfast slogans made up from information learned. Wear the badges or hand out name tags for everyone to wear.	38, 16
H, HEc	List at least three nutritional facts that were presented in Lisa's diet story.	39, 45
Sc, H, HEc	Examine the pictures of Debbie on pages 13 - 14 of the comic book. List characteristics of Debbie that she might be able to change with new diet habits. Compare to Debbie's pictures on page 15 - 16. State whether you think the changes in her looks and feelings would take less than a week or more than a week. Explain why you said less or more than a week.	21, 40

2. NUTRIENTS

Nutritional Concept: Food is made up of different nutrients that work together and interact with body chemicals to serve the needs of the body. Many kinds and combinations of food can provide a nutritionally adequate diet.

Objectives: Select menu alternatives to maintain a nutritionally adequate meal.

Select a school lunch that meets personal nutrient and calorie needs.

Subject Areas	Student Activities	Resources
LA, H, HEc	Play "Nutrition Bee." Divide the class into two teams. Name a food item and players spell the word and place the item into the Daily Food Guide correctly. (Follow the rules of a spelling bee.) Start with food items that fit into only one food group and continue into food group combinations such as the combination found in a cheeseburger.	30
LA, CE, H, HEc	Choose a fruit or vegetable and make a speech about why you think this food is the best. (Any foods can be chosen.)	25, 35
H, HEc, CE, M, Sc	Use food models or pictures of foods and arrange a tray of nutritious snacks and a tray of snacks low in nutritive value. Include the foods illustrated in the comic book. Analyze the two trays according to need for snacks, calories, Daily Food Guide contributions and cost. Make comparison tables showing conclusions.	25, 35

2. NUTRIENTS - cont.

Subject Areas	Student Activites	Resources
H, HEc, CE	Plan a sack school lunch for Debbie that equals the nutritional value of the school lunch that Debbie does not like.	8
H, HEc	List the nutrient value of the snacks David selected. Explain how David might include a snack wisely in his daily food selections.	8
H, HEc, M, LA	Compare the calorie and nutrient values of apple pie, chocolate cake with chocolate icing, banana, raw apple, vanilla pudding, ice cream, pumpkin pie and a food of your choice. Select one for Lisa and explain why it is a good choice. Select one for yourself and explain why it is a good choice	8
H, HEc, R	Evaluate Lisa's party menu according to the Daily Food Guide. Plan a daily menu for yourself using the party menu as part of your daily food intake.	43
H, HEc, R	Classify the foods on the school menus according to the Daily Food Guide.	16, 30
H, CE, HEc, M	Plan alternate breakfast menus for Debbie that requires no cooking, can be prepared in less than five minutes and/or costs less than a candy bar and pop. Prepare and taste if possible.	39

Subject Areas	Student Activities	Resources
M, SS, H, HEc	Conduct a survey of eating habits in the school or class. Compute ratios according to: good/poor breakfasts; good/poor lunches; meeting/not meeting Daily Food Guide; good/poor snacks; good/poor calorie contributions; etc.	
H, HEc, M, R	Play "Nutrition Mission.*" Give a "Nutrition Mission" to each student, or group of students to solve. Some examples are:	30

I. Your assignment is to help Debbie. The facts are:
   a) Debbie does not like milk.
   b) She will drink one glass of milk everyday.

   1. How many servings are needed from the milk group?
   2. How many servings will Debbie need?
   3. Suggest four other foods Debbie could eat so that she would have the correct number of servings from the milk group every day.
   4. State size of servings so Debbie will get enough of the key nutrients from the milk group.

II. Your assignment is to help Debbie plan her lunches. The facts are:
   a) Debbie does not like the school lunch menu.
   b) Debbie has to pack her own school lunch.

   1. What should Debbie use as a guide to plan her lunches so they will be nutritious?
   2. Plan three lunches for Debbie.
   3. Do each of the lunches have at least one serving from each food group?
   4. Are the foods easy to pack in a school lunch?

*Adapted from: Mulligan Stew. Guidebook for Teachers. Expanded Nutrition Programs, USDA, in cooperation with Extension Service.

2. NUTRIENTS - cont.

Subject Areas	Student Activities	Resources
H, HEc, Sc	Name the food sources of carbohydrates in Lisa's party menu. Place the foods in the correct food group. Do the same for protein, fats, calcium, iron, vitamin A, vitamin C, vitamin D, thiamin, niacin, and riboflavin.	8, 34, 49
H, HEc	List the nutrient content of at least five of the foods in the group labeled "caution." Identify the main contribution they make in your diet.	8
H, HEc, M	Record a typical day's food intake for yourself. Modify the menu to reduce the calorie value by 200 calories and by 500 calories, while still keeping within the Daily Food Guide recommendations.	8, 14, 15, 26
H, HEc	Use food models to set up a cafeteria serving line. Choose a variety of food combinations and keep within the school lunch guidelines.	25
H, HEc	Complete 24 hour diet recalls from class members. Evaluate according to the Daily Food Guide and correct the diet if needed.	
R, CE, Sc, H, HEc	Play "Nutrition Scavenger Hunt" in the grocery store. From a list of the six nutrients and the nutrients found on a food label, locate a food source of the particular nutrient. Place the food into the correct food group and explain why the food is classified in that food group.	7, 34, 37

3. FOOD HANDLING

Nutritional Concept: The way food is handled influences the amount of nutrients in food, its safety, quality, appearance, taste, acceptability, and cost.

Objectives: Specify two major factors that affect cost, quality, availability, or variety of food in the marketplace.

Identify the required and optional information found on food labels.

Subject Areas	Student Activities	Resources
CE, H, HEc, R, LA	Fill in a blank label with information that would be found on a good label.	7, 44, 47
CE, H, HEc, R	Examine package labels for nutritional information. (A grocery store set-up of a variety of packaged products may be displayed in the classroom.)	7, 37
LA, CE, H, HEc	Design a label for a "new product" listing the nutritional information.	7
M, CE, H, HEc, R	Plan a day's menu to meet 100% of the U. S. RDA's for key nutrients using labels or food models. Compare menu to the Daily Food Guide.	7, 8
M, CE, H, HEc	Compare the percentages of starch and sugar in cereals by using the information on the nutritional label.	7, 10

3. FOOD HANDLING - cont.

Subject Areas	Student Activities	Resources
CE, H, HEc, R, M	List the information from a cereal label under the headings of "re-uired" and "opticnal" information. Do the same for enriched and whole grain breads. Compare the information from the labels. Choose other foods and compare.	7
CE, H, HEc, R	Find at least two labels from food products which list the nutritional contribution of another food not included in the food package (e.g., cereal labels include milk; soups, boxed dinners, and cake mixes sometimes include milk, butter, margarine, eggs, etc.). State reasons why you think this information is listed on that label.	
LA, CE, H, HEc, SS, R	Plan a better breakfast campaign to include advertising slogans, advertising media and nutritional information. Present the campaigns to another class to judge the best presentation.	48
M, CE, H, HEc	Divide class into five groups. Survey a grocery store to record prices of foods from each of the five food groups. Include low, moderate, and high cost food items. As a class, plan a day's menu for a teenager which results in the lowest price possible. From your observations, list possible reasons the items differ in costs.	37
M, CE, H, HEc	Identify the metric measures used on nutritional labels. From a variety of labels, check the percentages of nutrient content.	33
H, HEc, LA	Select a cereal product and give reasons why the cereal is or is not a good choice for you.	

4. LIFE CYCLE

Nutritional Concept: All persons throughout life have need for the same nutrients, but in varying amounts. The amount of nutrients needed is influenced by age, sex, activity and state of health.

Objectives: Recognize that a calorie is a measure of the energy value of food.

Identify three factors that influence calorie need.

Identify three health and physical conditions that require special attention to nutrition.

Subject Areas	Student Activities	Resources
Sc, M	Cover a cork with foil and stick a pin through it. Impale a peanut on the pointed end of the pin. Place a small beaker of water on a stand, and set the cork apparatus under it. Record the temperature of the water and then light the peanut with a match. Record the rise in the water temperature from the energy in the peanut. Calculate the number of calories in the peanut. One calorie is the energy needed to raise one gram of water one degree centigrade. Multiply grams of water by degrees centigrade raised to get calorie value.	1, 10
H, HEc	Select two characters from the comic book and specify factors that make their nutrient needs different.	40, 41, 42
LA, H, HEc	Write a brief essay to compare your nutrient needs and a comic book character of the same sex as yours.	49
R, LA, H, HEc	Research different myths and facts about the nutritional needs of an athlete. Compare the nutrient needs of David (a spectator) and Bob (an athlete).	2, 3, 6, 46

Subject Areas	Student Activities	Resources
H, HEc	Identify three health or physical conditions shown in the comic book which require special attention to nutrition. Make posters of how nutrition relates to the conditions. Display posters in the school cafeteria.	4, 11, 40
M, CE, H, HEc	Portion a selected group of foods into what appears to be servings for your age group. Measure the portions and compare to the actual serving sizes recommended in the Daily Food Guide. Explain how the serving size effects nutrient content of diet.	15
M, Sc, R	Calculate the calories in a serving of 2% milk using the information on nutritional label. Identify the nutrients which provide energy. Compare your answer to the number of calories stated on the label. Calculate the caloric value of other foods. (1 gram carbohydrate is 4 calories, 1 gram protein is 4 calories, and 1 gram fat is 9 calories)	8
LA, H, HEc, R	Make tags or badges asking nutritional questions about factors that influence calorie needs. Wear them, and when asked, respond with correct answers.	

5. SOCIAL/PSYCHOLOGICAL ASPECTS OF FOOD

Nutritional Concept: Food can be chosen to fulfill physiological needs and at the same time satisfy social, cultural, and psychological wants.

Objective: Identify how an emotional feeling influences eating behavior.

Subject Areas	Student Activities	Resources
R, H, HEc	Compare reasons David selected the foods he ate to your reasons for food selections. State how D-Man might help you with your diet story.	11, 21, 26
SS, H, HEc, LA	Name the reasons David ate what he did. Classify the reasons under social, cultural, psychological and physiological.	26, 41
SS, H, HEc, R	Select a character from the comic book and classify and discuss his/her reasons for making food selections.	41
LA, SS, H, HEc	Select a food product advertised on television and write a short essay about whether the advertisement is directed toward physiological needs and/or social, cultural, and/or psychological wants.	48
H, HEc	Discuss the psychological aspects of restricting calorie intake (dieting).	11, 21

5. SOCIAL/PSYCHOLOGICAL ASPECTS OF FOOD - cont.

Subject Areas	Student Activities	Resources
LA, H, HEc	Write a short story explaining how you have influenced another person's dietary habits.	45
LA, H, HEc	Pretend that D-Man evaluated your diet story as he did for David and Debbie. Write a short story about what D-Man might change to make your diet story better and state how you think you would feel about the changes. If possible, try the new diet story.	42
SS, H, HEc, LA	Record all foods eaten for a day. At the same time, record all thoughts that occur to you when you make your food choices.	45
SS, H, HEc, CE	Observe a different age group in the cafeteria during lunch. Observe their behavior with each other, teachers, food service personnel, and visitors and evaluate the nutritional quality of what they eat. List some reasons they were or were not eating.	41
SS, H, HEc	Interview one or more students to get their diet story. Inquire about food likes and dislikes, when and where the food is eaten, and interest in nutrition. Tabulate the results.	41, 42

6. FOOD TECHNOLOGY

Nutritional Concept: The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market; these may vary widely in usefulness, safety of use and economy.

Objective: Specify one way a consumer can influence decisions made in the food industry.

Subject Areas	Student Activities	Resources
LA, CE	Write business letters to food companies explaining your satisfaction or dissatisfaction with the nutritional quality of a product.	23, 37
Sc, H, HEc, R	List at least 20 food items found in the comic book. Identify those served in the natural form. Explain why the other food items were not identified as being in their natural form. Explain the advantages or disadvantages of the food forms.	
CE, R, SS	Identify the different ways food was presented to the consumers in the comic book. Select one consumer (David, Debbie, Bob or Lisa) and explain the different choices that could have been made and how these choices might affect the food industry.	37, 45
LA, SS, H, HEc	Use the comic book as a guide and design displays for various merchants to use in their windows.	

6. FOOD TECHNOLOGY - cont.

Subject Areas	Student Activities	Resources
CE, SS, H, HEc, LA	Survey the persons attending an activity at your school to find out why they are buying the foods offered. Find out what other foods they would buy if available. Make sure your list contains only foods that could be offered at the activity. Plan a campaign to provide better nutritional choices if appropriate.	

7. NUTRITION AND SOCIETY

Nutritional Concept: Food plays an important role in the physical and psychological health of the society or a nation just as it does for the individual and family.

Objectives: Specify one way the student can influence the school food service program.

Identify one major nutrition problem in this country and suggest a possible solution to this problem.

Subject Areas	Student Activities	Resources
SS, H, HEc, R	Compare the dietary health problems shown in the comic book to the dietary health problems in the United States. (Identify obesity as a serious health problem in the United States.)	13, 40, 42
SS, H, HEc, R	Compare your own possible dietary health problems to a character in the comic book or to the dietary health problems found in the United States.	13
LA, H, HEc, CE	Plan a holiday school lunch menu with the assistance of the school lunch manager to be served in the cafeteria. Conduct a nutritional advertisement campaign to merchandise the menu.	
LA, H, HEc, CE	Construct posters or bulletin boards to be displayed in the cafeteria to stress the need for eating a wide variety of foods. Identify the major nutrient classes and food groups supplied in the school lunch.	

Subject Areas	Student Activities	Resources
CE, M, H, HEc, LA, SS	Conduct a survey of foods preferred by students. Compare results of survey to menus served in the cafeteria. Explain why not so popular foods might be included on the school lunch menus.	5
LA, CE, H, HEc	Select already planned school lunch menus with the assistance of the school lunch manager. Conduct a nutritional advertisement campaign to help merchandise the menus.	
H, HEc, LA	Conduct a good nutrition campaign in the cafeteria. Assess current conditions before making a plan for your campaign. Get assistance from the school lunch manager.	
LA, H, HEc	Select different topics on nutrition. Place nutritional information on illustrative placements. Laminate the mats with clear plastic film or contact paper and use them in the cafeteria.	13
LA, H, HEc	Write a skit about how you as a class will influence the school lunch manager to change a certain menu served in the cafeteria. Include the pros and cons of the change. Perform the skit for the school lunch personnel.	
Sc, LA, R, H, HEc	Research the long-term nutritional effects of Debbie's dislike and advoidance of milk. Present the information to another class.	

USDA's Daily Food Guide

This Guide tells you the kinds and amounts of foods that make up a nutritious diet. But it lets *you* make choices to fit your eating style and needs. The guidelines we offer you today are based on what we know today. But—be prepared. In the future, the Guide may change! Nutrition science is in a growth phase. At another time, we may offer you new guidelines based on new understandings of the relationship of nutrition and heaith.

Calories are a measure of the energy food provides. The extra calories that you get and your body does not use up are stored as fat.

The Guide divides commonly eaten foods into *five groups* according to the nutritional contributions they make. By following the Guide, you'll be able to choose foods for their *vitamins*, *minerals*, and *protein*—as well as *calorie* content.

The suggested number of servings in the Guide average about 1,200 calories, provide adequate protein, and supply most of the vitamins and minerals you need daily. Plan your day's food around this foundation to keep you on the right track to a better diet.

Making the Guide Work for You

You can personalize the Guide by fitting it to your calorie needs. All foods, except water and non-caloric drinks, have calories. There are no "good calories" or "bad calories" nutritionally, but there are foods which give you little *but* calories, and others which give you calories *plus* nutrients.

How many calories you need depends on how much energy you use up. Generally, older people need fewer calories than younger people, women fewer than men, and bridge players and bookkeepers fewer than tennis players and construction workers.

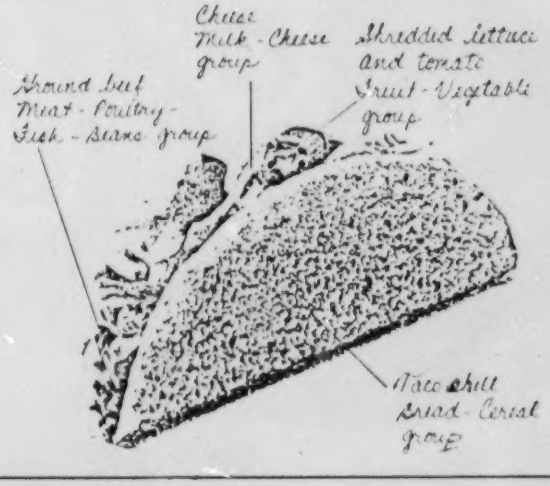
If you are gaining unwanted weight, cut down first on portions from the fifth group (Fats-Sweets-Alcohol). If you are still gaining weight, cut down next on portion sizes from the other groups. . .cut *down*, but don't cut *out*. . .and select the lower calorie foods within each group.

On the other hand, if you want to gain weight, eat larger or additional portions from the first four groups and include some foods from the fifth group.

Remember, the Guide gives you only the basics. You have to choose foods which meet *your* special needs. But you're usually better off by eating a wide assortment of foods from the first four food groups.

One Last Thought

It gets a little complicated when you run into foods that span several groups. Eat a beef taco, for example, and you'll be eating cheese from the Milk-Cheese group, ground beef from the Meat-Poultry-Fish-Beans group, shredded lettuce and tomato from the Fruit-Vegetable group, and a taco shell from the Bread-Cereal group. There is no way to determine "portions" of these different food groups for a taco—it all depends on how many tacos you eat and how much of each food is used in the recipe. You'll just have to estimate for yourself.



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VEGETABLE FRUIT Group

Four Basic Servings Daily

Include one good vitamin C source each day. Also frequently include deep-yellow or dark-green vegetables (for vitamin A) and unpeeled fruits and vegetables and those with edible seeds, such as berries (for fiber).

What's a Serving?

Includes all fruits and vegetables.

Count 1/2 cup as a serving, or a typical portion—one orange, half a medium grapefruit or cantaloup, juice of one lemon, a wedge of lettuce, a bowl of salad, and one medium potato.

What's in It for You?

This group is important for its contribution of vitamins A and C and fiber. Although individual foods in this group vary widely in how much of these they provide. Dark-green and deep-yellow vegetables are good sources of vitamin A. Most dark-green vegetables, if not overcooked, are also reliable sources of vitamin C, as are citrus fruits (oranges, grapefruit, tangerines, lemons), melons, berries, and tomatoes. Dark-green vegetables are valued for riboflavin, folacin, iron, and magnesium, as well. Certain greens—collards, kale, mustard, turnip, and dandelion—provide calcium. Nearly all vegetables and fruits are low in fat, and none contains cholesterol.

What's the Calorie Value?

Calorie values are shown within parentheses.

Lower	In-Between	Higher
1 cup raw vegetable salad without dressing (40)	3/4 cup raw vegetable salad with 1 tablespoon French dressing (95)	1/2 cup potato salad (125)
1/2 cup cooked cabbage (15)	1/2 cup coleslaw (60)	2 rolls stuffed cabbage (260)
1 medium baked potato (95)	2/3 cup mashed potatoes prepared with milk and butter (125)	1/2 cup hashed brown potatoes (170)
1 medium raw apple (80)	1 sweetened baked apple (160)	1/8 of 9-inch apple pie (300)
1/2 cup fresh citrus sections (40)	1/2 cup jellied citrus salad (120)	1/2 cup lemon pudding (145)
1/2 cup cooked green beans (15)	1/2 cup stir-fried green beans (35)	1/2 cup green bean-mushroom casserole (70)
1/2 cup diced fresh pineapple (40)	1/2 cup canned pineapple chunks in natural juice (70)	1/2 cup canned pineapple chunks in heavy sirup (95)

BREAD CEREAL Group

Four Basic Servings Daily

Select only whole-grain and enriched or fortified products. (But include *some* whole-grain bread or cereals for sure!) Check labels.

What's a Serving?

Includes all products made with whole grains or enriched flour or meal; bread, biscuits, muffins, waffles, pancakes, cooked or ready-to-eat cereals, cornmeal, flour, grits, macaroni and spaghetti, noodles, rice, rolled oats, barley, and bulgur.

Count as a serving 1 slice of bread; 1/2 cup to 3/4 cup cooked cereal, cornmeal, grits, macaroni, noodles, rice, or spaghetti; or 1 oz. ready-to-eat cereal.

What's in It for You?

These whole-grain or enriched foods are important sources of B vitamins and iron. They also provide protein and are a major source of this nutrient in vegetarian diets. Whole-grain products contribute magnesium, folacin, and fiber, in addition.

Most breakfast cereals are fortified at nutrient levels higher than those occurring in natural whole grain. In fact, some fortification adds vitamins not normally found in cereals (vitamins A, B_{12}, C, and D). However, even these cereals, if refined, and other refined products (enriched or not), may be low in some other vitamins and trace minerals, which are partially removed from the whole grain in the milling process and are not added. For this reason, it's a good idea to include some less refined or whole-grain products in your diet.

What's the Calorie Value?

Calorie values are shown within parentheses.

Lower	In-Between	Higher
1 cup plain corn flakes (95)	1 cup sugar-coated corn flakes (155)	1/2 cup crunchy cereal (See recipe p.42) (280 to 290)
1/2 cup steamed or boiled rice (85)	1/2 cup fried rice without meat (185)	1/2 cup rice pudding (235)
1 slice of bread (55 to 70)	1 corn muffin (125)	1 Danish pastry (275)
1/2 cup cooked noodles (100)	6 cheese ravioli with sauce (175)	1 cup lasagna (345)

MEAT and Poultry Fish and BEANS Group

Two Basic Servings Daily

What's a Serving?

Includes beef, veal, lamb, pork, poultry, fish, shellfish (shrimp, oysters, crabs, etc.), organ meats (liver, kidneys, etc.), dry beans or peas, soybeans, lentils, eggs, seeds, nuts, peanuts, and peanut butter.

Count 2 to 3 ounces of lean, cooked meat, poultry, or fish without bone *as a serving*. One egg, 1/2 to 3/4 cup cooked dry beans, dry peas, soybeans or lentils, 2 tablespoons peanut butter, and 1/4 to 1/2 cup nuts, sesame seeds, or sunflower seeds count as 1 ounce of meat, poultry, or fish.

What's in It for You?

These foods are valued for the protein, phosphorus, vitamins B_6, B_{12}, and other vitamins and minerals they provide. However, only foods of animal origin contain vitamin B_{12} naturally.

It's a good idea to vary your choices among these foods as each has distinct nutritional advantages. For example, red meats and oysters are good sources of zinc. Liver and egg yolks are valuable sources of vitamin A. Dry beans, dry peas, soybeans, and nuts are worthwhile sources of magnesium. The flesh of fish and poultry is relatively low in calories and saturated fat. Seeds (sunflower, sesame, for example) contribute polyunsaturated fatty acids which are an essential part of a balanced diet.

Cholesterol, like vitamin B_{12}, occurs naturally only in foods of animal origin. All meats contain cholesterol, which is present in both the lean and fat. The highest concentration is found in organ meats and in egg yolks. Fish and shellfish, except for shrimp, are relatively low in cholesterol. (Dairy products also supply cholesterol.)

Is getting enough iron a problem?

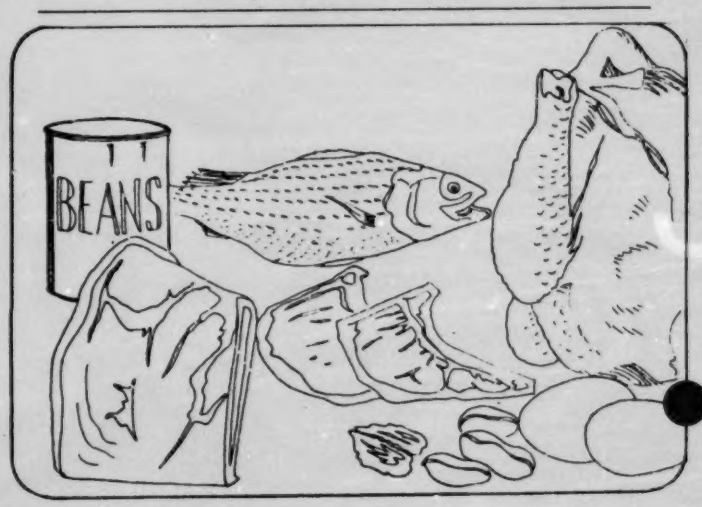
It can be, particularly for young children, teenage girls, and women of childbearing age.

Remember—meats are reliable sources of iron. So are whole-grain and enriched breads and cereals, dry beans, and dry peas, but the body can make better use of the iron these foods provide if they are eaten at the same time as a good source of vitamin C (orange juice, for example) or along with meat.

What's the Calorie Value?

Calorie values are shown within parentheses.

Lower	In-Between	Higher
2 oz. broiled chicken (95)	1/2 fried chicken breast (2-3/4 oz.) or 2 drumsticks (2-1/2 oz.) (160 to 180)	8 oz. individual chicken pot pie (505)
3 oz. lean hamburger (without bun) (185)	3 oz. regular hamburger (without bun) (235)	3-1/2 oz. cheeseburger (without bun) (320)
3 oz. lean roast beef (205)	3 oz. Swiss steak (315)	2/3 cup beef stroganoff over noodles (525)
2-1/2 oz. broiled cod with butter or margarine (120)	2-1/2 oz. fried, breaded ocean perch (160)	2-1/2 oz. baked stuffed fish (1/2 cup bread stuffing) (325)
1/2 cup boiled navy beans (95)	1 cup navy bean soup (170)	1 cup baked navy beans (310)
3 oz. boiled shrimp (100)	3 oz. fried breaded shrimp (190)	1/2 cup shrimp Newburg (285)



MILK CHEESE Group

Basic Servings Daily (Based on servings of fluid milk; for milk product equivalents see below)

Children under 9	**2 to 3 servings**	Adults	**2 servings**
Children 9 to 12	**3 servings**	Pregnant Women	**3 servings**
Teens	**4 servings**	Nursing Mothers	**4 servings**

What's a Serving?

Includes milk in any form: whole, skim, lowfat, evaporated, buttermilk, and nonfat dry milk; also yogurt, ice cream, ice milk, and cheese, including cottage cheese.

Count one 8-ounce cup of milk as a serving.

Common portions of some dairy products and their milk equivalents in calcium are:

- 1 cup plain yogurt = 1 cup milk
- 1 ounce Cheddar or Swiss cheese (natural or process) = 3/4 cup milk
- 1-inch cube Cheddar or Swiss cheese (natural or process) = 1/2 cup milk
- 1 ounce process cheese food = 1/2 cup milk
- 1/2 cup ice cream or ice milk = 1/3 cup milk
- 1 tablespoon or 1/2 ounce process cheese spread; or 1 tablespoon Parmesan cheese = 1/4 cup milk
- 1/2 cup cottage cheese = 1/4 cup milk

Note: You'll get about the same amount of calcium in each of these portions, but varying amounts of calories.

Milk used in cooked foods—such as in creamed soups, sauces, puddings—can count toward filling your daily quota in this group.

What's in It for You?

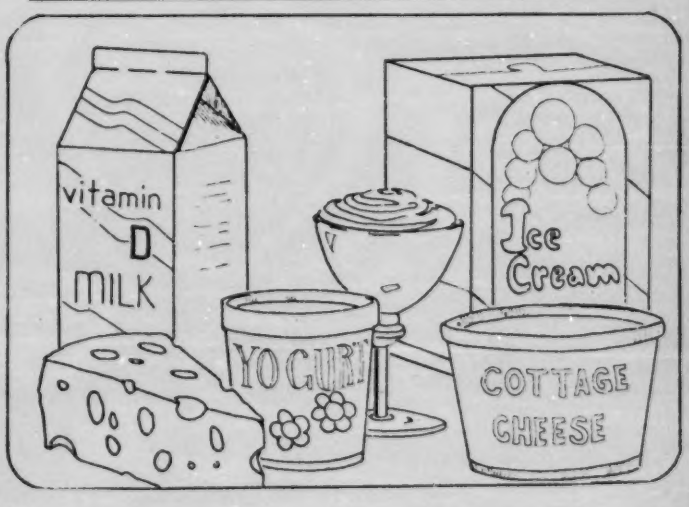
Milk and most milk products are relied on to provide calcium (they're the major source of this mineral in the American diet) and riboflavin and to contribute protein and vitamins A, B_6, and B_{12}. They also provide vitamin D, when fortified with this vitamin.

Fortified (with vitamins A and D) lowfat or skim-milk products have essentially the same nutrients as whole-milk products but fewer calories.

What's the Calorie Value?

Calorie values are shown within parentheses.

Lower	In-Between	Higher
1/2 cup (single dip) ice milk (95)	1/2 cup (single dip) ice cream (135)	1 cup vanilla milkshake (255)
1 oz. Cheddar cheese (115)	1 cup cheese souffle (260)	1 cup macaroni and cheese (430)
8 fl. oz. carton plain lowfat yogurt (145)	8 fl. oz. carton vanilla flavored yogurt (195)	8 fl. oz. carton yogurt with fruit or 2 dips frozen yogurt (225 to 240)



FATS SWEETS ALCOHOL Group

In general, the amount of these foods to use depends on the number of calories you require. It's a good idea to concentrate first on the calorie–plus–nutrients foods provided in the other groups as the basis of your daily diet.

What's a Serving?

Includes foods like butter, margarine, mayonnaise and other salad dressings, and other fats and oils; candy, sugar, jams, jellies, sirups, sweet toppings, and other sweets; soft drinks and other highly sugared beverages; and alcoholic beverages such as wine, beer, and liquor. Also included are refined but unenriched breads, pastries, and flour products. Some of these foods are used as ingredients in prepared foods or are added to other foods at the table. Others are just "extras."

No serving sizes are defined because a basic number of servings is not suggested for this group.

You should choose your calories for the "nutritional company" they keep—that is, pick foods which in addition to calories provide some of the vitamins, minerals, and protein you need. The Guide can help you to do this. Use it when selecting foods—keeping a cautious eye on the fifth group—Fats-Sweets-Alcohol—whose main contribution is calories.

What's in It for You?

These products, with some exceptions such as vegetable oils, provide mainly calories. Vegetable oils generally supply vitamin E and essential fatty acids.

Fats and oils have more than twice the calories, ounce for ounce, as protein, starches, or sugars, but keep hunger pangs away longer.

Pure alcohol has almost twice the calories per ounce as protein, starches, or sugars. However, few alcoholic beverages are 100 percent alcohol. Generally, the higher the alcohol content, the higher the calories, ounce for ounce.

Unenriched, refined bakery products are included here because, like other foods and beverages in this group, they usually provide relatively low levels of vitamins, minerals, and protein compared with calories.

What's the Calorie Value?

Calorie values are shown within parentheses.

Lower	In-Between	Higher
1 teaspoon sugar (15)	2 tablespoons pancake sirup (120)	12 fl. oz. cola (145)
12 fl. oz. light beer or 3-1/2 fl. oz. dry wine (85 to 95)	12 fl. oz. regular beer or 3-1/2 fl. oz. sweet wine (140 to 150)	Tom Collins—1 fl. oz. gin & 6 fl. oz. Tom Collins mix (195)
3 oz. popsicle (70)	1/2 cup (single dip) sherbet (135)	1.2 oz. milk chocolate candy bar (175)

WORDS FOR CALORIE COUNTERS

Do you have a weight problem? Have you ever tried to diet, and then V-ROOM! gained back most of the weight you lost? Worrying about weight is a popular diversion for Americans, and frankly, many people *should* be concerned about their weight.

The problem is *what* and *how much* to eat. Certain foods have more calories than other foods, so you should eat smaller or fewer portions of high-calorie foods. The calories in a pie aren't any more fattening than the calories in an apple—there are just more of them in the pie.

You should choose your calories for the "nutritional company" they keep—that is, pick foods which in addition to calories provide some of the vitamins, minerals, and protein you need. The Guide can help you to do this. Use it when selecting foods—keeping a cautious eye on the fifth group—Fats-Sweets-Alcohol—whose main contribution is calories.

If you are trying to control your weight, follow these guidelines:

1. Cut down on high-fat foods such as margarine, butter, highly marbled or fatty meats, and fried foods. Salad dressings, cream sauces, gravies, and many whipped dessert toppings are also high in fat.

2. Cut down on sugary foods such as candies; soft drinks and other sugar-sweetened beverages such as ades and punches; jelly, jam, sirups, honey; fruit canned in heavy sirup; pies, cakes, and pastries.

3. Cut down on or eliminate alcoholic drinks.

4. Cut down on portion sizes. Portions of some foods, such as meats, are hard to estimate. For example, a 3-ounce serving of cooked lean meat without bone is equivalent to a 3- by 5/8-inch hamburger pattie. What is your usual portion size?

5. Use whole milk or whole-milk products (most cheeses and ice cream) sparingly. Lowfat and skim-milk products, such as ice milk and skim-milk cheeses, provide fewer calories than their whole-milk counterparts.

6. Select cooking methods to help cut calories. Cook foods with little or no added fat and avoid deep-fat fried foods, which are high in calories because of the fat absorbed during cooking. For meat and poultry, trim off visible fat; either broil or roast on a rack. If braised or stewed, drain meat to remove fat. For fish, broil or bake. For vegetables, steam, bake, or boil; for an occasional change, stir-fry in a small amount of vegetable oil.

7. Be sure to count the nibbles and drinks enjoyed during social events and throughout the day as part of your day's calorie allotment.

What's good for other people might not be so good for you. People who sit in an office all day don't burn up a woodchopper's calories, so they don't have to eat the same kind of food or as much.

And you know what happens to calories you don't burn up. They turn into *F-A-T* fat! But sometimes being calorie-wise can be pound foolish. You've seen how often people who skip breakfast overeat at other meals because they're out-of-their-minds hungry.

Breakfast...Breakfast...Breakfast

So, you may be asking just how many calories do you need for breakfast if you're dieting. Well, breakfast doesn't need to provide a fixed number of calories. It depends on the total number of calories allowed in your diet and how much you are used to eating. People who have large energy—or calorie—needs probably will want a heavy breakfast. Some people with lower calorie needs may still like a larger breakfast, preferring to eat less at some other meal. Others with a smaller calorie quota will want to be careful in selecting foods for breakfast so that they don't use up a major share of their quota at the beginning of the day.

Moderation is usually best in all things, particularly when you're on a diet.

A Calorie. . .is a Calorie. . .is a Calorie

If you're overweight, remember that food by any name is still food, and lots of little snacks can add up to big trouble (even if nobody sees you eat them!). You could avoid snacks altogether—but here's a better idea: *Plan snacks as part of your total allotted calories for the day.* Then you won't feel cheated when you see others nibbling.

Remember—no matter how many or how few calories are in a serving of food, a smaller serving will have fewer calories.

This brings up a good point. When you're on a diet, how do you spot foods to fit your calorie needs? Here are some guidelines[1]:

As a general rule, food is likely to be relatively low in calories if it is—

- thin and watery—like tomato juice
- crisp but not greasy-crisp—like celery, radishes, cucumbers, melons, and many other fresh fruits and vegetables
- bulky—like salad greens.

A food is likely to be relatively high in calories if it is—

- greasy-crisp or oily—like fried tidbits and other fried foods, butter, margarine
- smooth and thick—like rich sauces, cream cheese, peanut butter, cream
- sweet and gooey—like candy, regular soft drinks, rich baked goods, and other desserts
- alcoholic.

[1] Adapted from "Food Needs and Energy Use in Weight Reduction," by Ruth M. Leverton, Journal of The American Dietetic Association, vol. 49, pp. 23-25, 1966.

If every penny counts

Stretching food dollars in today's well-stocked markets can be a challenge, particularly for those on tight budgets. By careful selection, breakfast can be inexpensive and still furnish its share of the day's food. Some of the tips which follow may help you to economize on foods for breakfast as well as other meals.

- Check different forms of fruits and vegetables—fresh, canned, dehydrated, frozen—to see which is the best buy. Fresh foods in season will be at their peak in quality and are often low in cost.
- Watch for specials on canned and frozen products your family likes. Stock up on good buys if you can store them properly.
- Try lower priced brands of canned and packaged foods and those with no brand name shown (generic foods). You may like them as well as more expensive ones. Store brands and generic foods may be similar enough in quality to widely known products to satisfy, yet cost less.
- Use unit pricing to find the brand or container size of food that costs the least per unit—pound, ounce, or pint. (The unit price is usually shown on the shelf or above the compartment where the food is displayed in the store.) Even if it's a better buy, select a food only if you can store it properly and use it without waste.
- Limit purchases of perishable foods—even at bargain prices—to amounts that can be used while they are still good. The "pull date"—the last recommended day of retail sale—shown on some perishable foods may help you judge the freshness of the food when you buy it.
- Many ready-to-serve and instant hot cereals packaged as individual servings may cost two or three times as much per ounce as the same cereal in a larger box.
- Cereals you cook yourself are nearly always less expensive than the ready-prepared ones.
- Day-old bread and baked goods may be available at a great saving. Ask or watch for these in the stores where you shop.
- Many baked goods made at home cost less than ready-baked products.
- Buy fresh milk at a food or dairy store in half-gallon or one-gallon containers. Milk usually costs more if it is delivered at home, purchased from special-service stores, or is purchased in small containers.

Nutrition Labeling

Nutrition information on food labels can be used in making food selections. If a food label provides nutrition information, it must give:

- the size of a serving
- the number of servings in a container
- the number of calories and amount of protein, fat, and carbohydrate (in grams) in a serving
- the amounts of eight nutrients—protein, vitamin A, thiamin, riboflavin, niacin, vitamin C, calcium, and iron—in a serving expressed as a percentage of the U.S. Recommended Daily Allowance (U.S. RDA)

Information on nutrition labels can help you compare the nutritive value of different foods when following the Daily Food Guide and help you learn which foods are better sources of various nutrients.

- Try nonfat dry milk in cooking and as a beverage. It costs only about one-half to two-thirds as much as an equal amount of fresh whole milk.
- Grated cheeses and wrapped cheese slices cost more than the same cheese in wedges or sticks.
- Cheeses in large boxes and jars and cottage cheese in large cartons cost less per pound or ounce than in smaller containers.
- Select from the cuts and types of meat, poultry, and fish that provide the most cooked lean for the money spent.
- Check the "specials." At special prices you may be able to afford some meat cuts that are usually beyond your budget.
- For low cost and variety in meals, use dry beans, dry peas, peanut butter, and eggs some of the time in place of meat.

Remember - for a good start in the morning, our advice is, "Eat something" - just juice is better than nothing.

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Did you ever think about what the word **breakfast** means? It means you've been fasting all night—and it's time to start refueling your body for the big day ahead. Food is the fuel your body needs to keep going. Refueling at breakfast helps many people to perform and feel better in the morning.

You'd be amazed at the breakfasts people eat! Starting at zero are the people who eat *nothing*. But breakfast is so important, you have to be careful about criticizing anyone's breakfast. So we start by saying—"Eat something"—just juice is better than nothing.

But if you REALLY want to eat a good breakfast...

Everyone knows you need different foods for a balanced diet. So why not start your balancing act with breakfast—choose foods from the following groups: Fruit-Vegetable, Bread-Cereal, Milk-Cheese, and Meat-Poultry-Fish-Beans. Of course you don't need them all for breakfast so long as you get in the servings suggested in the Daily Food Guide sometime during the day.

Eat your own breakfast!

With so many good things to eat, there's no reason why you can't eat a breakfast to suit yourself. Each person's food needs and likes are a bit different. Some people just naturally want more food in the morning than others. If you're a construction worker or a nurse, you'll probably need more food in the morning than the person who sits at a desk all day balancing accounts. Usually boys and men need more food than girls and women, and teenagers need more than young children.

No time for breakfast?

That's what many late risers say. But it isn't necessarily so! Check out these ways you can build a breakfast around foods that are ready to eat or take little preparation time.

Quick-to-fix foods

- Fresh, canned, or frozen fruit and vegetable juices. Fresh and frozen juices can be prepared ahead and stored in the refrigerator.
- Fresh, canned, or dried fruits.
- Milk, yogurt, cheese, cottage cheese, custard.
- Leftover poultry, fish, and meat; canned fish such as tuna.
- Leftover main-dish casseroles such as macaroni and cheese.
- Breads, muffins, rolls, and the like.
- Quick-cooking and instant hot cereals.
- Ready-to-eat cold cereals.

Buying unsweetened cereals allows you to control the amount of sugar—if any—added to cereals. A few presweetened kinds contain more than 50 percent sugar. The sugar content of some ready-to-eat cereals is listed on the label.

- Frozen pancakes, waffles, and French toast, homemade or bought.
- Quick breakfast drinks. Make drinks or shakes in a blender from milk and fruits or spices such as cinnamon or nutmeg.

For those occasions when family members are late for work or school, foods which can be eaten along the way may mean the difference between breakfast—or no breakfast. Add one or two extras to your lunch bag which can be nibbled on the way to school or work or soon after you arrive.

Here are some foods you can snack on the go for breakfast.

- Fresh fruits such as apples, bananas, oranges, strawberries, or tangerines.
- Celery stuffed with peanut butter or a meat or cheese spread.
- Cherry tomatoes; strips of carrots, celery, and green pepper; raw cauliflower or broccoli.
- Canned fruit or vegetable juices, fruits, and puddings.
- Hard-cooked or deviled eggs.

Highly perishable foods such as deviled eggs, chicken, meats, and meat spreads need to be kept refrigerator-cold if held for more than 2 or 3 hours before eating.

- Cheese and crackers.
- Cold sliced meat loaf.
- Leftover chicken or turkey.
- Milk.
- Sandwiches. Some sandwich fillings can be prepared ahead of time. Try these combinations: Cottage cheese, shredded carrot, minced green pepper, and tomato.
  Tuna, sliced green olives, and salad dressing.

Bet you never tried these...

You say you've been eating about the same breakfast all your life. Why not try something new? How venturesome do you want to get? Have you ever tried sauteed chicken livers for breakfast? Or a bowl of onion soup with grated cheese and crusty bread? If that's going too far, there are many unconventional foods you could eat for breakfast that might be better for you than what you're eating right now.

Try these—sometimes oddball—but really commonsense ways to start out the day:

Fruits and Vegetables

To make fruits and vegetables more of an adventure:

- Serve a scoop of frozen yogurt or ice milk in a fruit juice.
- Top broiled or fried tomatoes with heated condensed mushroom soup.
- Top a cantaloup half with cottage cheese or plain yogurt.
- Try a mug of hot tomato juice or tomato soup flavored with herbs, such as oregano or basil.
- Mix and chill fruits or fruits and a juice together such as cantaloup balls with strawberries and orange juice, berries with sliced peaches, sliced bananas with oranges.
- Broil a grapefruit half topped with fruit juice such as cranberry or orange.
- Blend fruit juices such as pineapple juice and grapefruit juice, or cranberry juice and orange juice.
- Freeze fruit juices in an ice-cube tray to make juice cubes. Use juice cubes to chill other fruit juices.
- Drain canned peaches or pineapple and heat under a broiler. Serve with breakfast meats.

Cereals

There are plenty of ways to perk up cereals:

- Top cereals with favorite fruits—fresh in season or frozen, canned, or dried. Try minted pineapple chunks, blueberries, cantaloup or peach slices, figs, or a combination such as bananas and strawberries.
- Add fruits such as peach, apple, banana, or pear slices or berries to hot cereals.
- Stir chopped nuts such as peanuts, pecans, walnuts into cooked cereal.
- Make your own crunchy natural cereal. Serve it in a melon half.
- Decorate a bowl of cooked cereal for a preschooler with a face made of assorted fruits.
- Need a birthday party idea? Try a breakfast party with cereal sundaes of ready-to-eat, unsweetened crunchy cereals topped with ice cream, fruit, nuts, and shredded coconut.

Eggs

Try some of these ideas for a change of flavor:

- Combine any of the following with scrambled eggs—grated cheese, cottage cheese, fruits such as orange sections or pineapple chunks, chopped onion, canned or cooked mushrooms, tomatoes, leftover potatoes, chopped ham or small sausages.
- For pizza eggs, add a pinch of oregano, garlic powder, or Italian seasoning and either chopped black olives, mushrooms, or cooked sausage to eggs when scrambling. Spread tomato catsup on a toasted English muffin or toasted bread. Top with eggs and sprinkle with Parmesan cheese.

Other Foods

Here are some additional ideas you might want to try:

- For pancakes, try adding nuts, ham cubes, cooked sausage, or fruits such as bananas, strawberries, chopped apples, blueberries, or crushed pineapple to the batter.
- Add cinnamon or nutmeg to French toast batter.
- Make a breakfast sandwich using French toast or waffles with tomato slices, sliced bananas, sausage, ham, peanut butter, or cheese between them.
- Sprinkle grated cheese over cooked waffles and broil.
- Split leftover rolls, biscuits, muffins, or cornbread and toast in the oven. Put leftover roast beef, chicken, or ham between halves of toasted rolls.
- Try a soup such as clam chowder, split pea, or bean.
- Try a southern meal of hominy grits, country ham with redeye gravy, and hot biscuits with honey.
- Serve leftover cooked fish fillet, flaked and seasoned with Italian dressing on whole-grain crackers.

Not hungry yet?

There's no rule that says you *must* eat something as soon as you get up. You can always eat a little later in the morning. Late breakfasts are as good for you as early ones, and besides, they can be very fashionable!

If you don't eat breakfast because eating in the morning bothers you, start lightly with juice or a piece of fruit. Add bread or crackers, next. Then add a food such as milk, cheese, egg, peanut butter, or meat. Before you know it, you will be a charter member of the "breakfast club."

SNACKING?

Ever since you were a kid, you've probably heard that snacks are bad for you.

Are they?

Well, yes. *And* no. Yes, if you gobble up foods that are loaded with sugar, salt, and fat but low on protein, vitamins, and minerals. *But*, if you use snacks to supply your body with nutritious foods that your regular meals are lacking, then snacking is a great idea.

Everyone knows you need certain foods for a balanced diet. They come from the following groups: Fruit-Vegetable, Bread-Cereal, Milk-Cheese, and Meat-Poultry-Fish-Beans. So it makes sense to include snacks from these food groups in your daily diet, particularly if you're missing them in your regular meals. A glass of juice after school or before bedtime, for example. Peanut butter and crackers. An orange anytime.

That's what this section is about. It's chock-full of good ideas that can make your snacks count.

Snacking isn't just milk and cookies after school. It's also munching an apple while waiting for the bus, gobbling popcorn while watching TV, or eating hors d'oeuvres at a party. Some of us snack just a little, some of us snack around the clock.

But whatever your snacking frequency may be, it's *what* you eat that counts. And keeping your eye on your main goal—a *balanced* diet—is most important of all.

Different snacks for different people

Who you are and *what* you do has a lot to do with choosing snacks that are right for you.

Start with small children. Often they just can't consume the amount of food in regular meals that will add up to their daily nutritional needs. A slice of cheese, a wheat cracker, or a banana eaten at midmorning or midafternoon could help supply the added energy to keep them from pooping out.

And teenagers—you *know* how much they eat! Growing, active bodies need extra helpings of foods which provide protein, vitamins, and minerals as well as added energy. A nice big slice of pizza with cheese, meat, and vegetable toppings is a sure way to satisfy a huge appetite.

Senior citizens can benefit from snacking too. Problems with chewing or digestion sometimes interfere with regular eating habits. Snacks, which can be eaten anytime, let them choose their own personal eating schedule. And a dish of ice cream or a glass of juice makes such a refreshing break!

Whether you're 12 or whether you're 60, your body needs only so many calories, and if your diet provides more than your body needs—big fat pounds can be the result! Some people seem to be able to eat anything and everything they want without gaining a pound, *but* many of us—sad to say—really have to watch it.

The idea is only to consume the calories your body can use. If you drink a chocolate milkshake that your body really doesn't need, it takes more than 1 hour of tennis, about 1-1/2 hours of golfing, or nearly 5 hours of watching TV to burn it up. If you're active, your body may readily use up all those calories provided by a filling snack like a milkshake or a sandwich; but if you're a non-mobile who hasn't joined the jogging set, you'd better stick to snacks like yogurt.

Good Snackers THINK AHEAD

When you're hungry, you're likely to grab the first munchies in sight. The trick is to have the right snacking foods handy. You can't go wrong stocking up with foods like fresh fruits, juices, yogurt, milk, cheese, nuts, whole-grain or enriched crackers, and other foods from the first four food groups of the Daily Food Guide. These foods make great snacks and contribute to the day's need for nutrients.

At the same time, don't buy a food if you want to discourage its use. All those tasty little tidbits spell TEMPTATION if they're around. They contribute calories to the diet, but little else.

Small Meals

Sometimes you may need a snack to take the place of a regular meal with all the trimmings. Then you need a bigger snack than usual—not just a few nuts or an apple but something more substantial—like a sandwich, a bowl of chili, or pizza. Now you're in the ballpark of what we call a "small meal." Small meals usually provide more food value than most snacks but do not require a lot of accompanying foods and often do not take as long to fix as a regular full-course meal. Small meals can sometimes be hearty and provide lots of calories—like a Dagwood sandwich, or they can be light on calories—like a salad. Like snacks, the type of small meal that is right for you depends on *who* you are, and *what* you do.

Keep ingredients on hand for spur-of-the-moment small meals. Ground beef, eggs, cheese, vegetables, breads, and pasta are basic ingredients with which you can do a lot.

Foods you can prepare ahead of time and have on hand in the freezer will also help out when the occasion calls for a small meal. Buy ground beef, shape into individual patties, and freeze. Freeze homemade casseroles, chili, soups, and pizza. Make up double recipes of pancakes or waffles, then freeze the extras. Make and freeze your own TV dinners from extra servings of food made at regular meals. Even partially prepared ingredients can help out in a pinch. Chop and freeze onions and green peppers; make breadcrumbs and cracker crumbs; grate, wrap, and refrigerate cheese for casserole toppings.

Casseroles, chili, pizza, and pancakes? Sure, we're still talking about "snacks." It's just that we've come a long way since cookies and milk!

Quick and Easy!

Apples, peaches, pears, grapes, etc.

Raw vegetable sticks or pieces (radishes, celery, cauliflower, green onions, zucchini, green pepper, carrots, cucumbers—even parsnips!)

Dried apricots, raisins, prunes.

Canned fruits or fruit juices, kept chilled in the refrigerator.

Ripe tomatoes—eat 'em right out of your hand!

Mini-kebabs of bite-sized fruit chunks, strung on a toothpick.

Banana chunks dipped in orange juice. Shake in a bag with chopped peanuts. Spear with toothpicks.

Celery stuffed with cottage cheese, cheese spread, or peanut butter.

Juice cubes you make by freezing fruit juice in an ice cube tray. Chill other fruit drinks with them.

Chilled cranberry juice mixed with club soda.

Grapefruit half, sprinkled with brown sugar and broiled.

Tomato half, sprinkled with breadcrumbs, Parmesan or grated Cheddar cheese, and broiled.

Creative salads of lettuce, raw spinach and other fresh vegetables, fruits, meats, eggs, or seafood.

Nuts, sesame seeds, or toasted sunflower seeds.

Sandwich spread of peanut butter combined with raisins or chopped dates.

Peanut butter and honey spread on an English muffin, sprinkled with chopped walnuts, and heated under broiler.

Grilled open-faced peanut butter and mashed banana sandwich.

Tomatoes stuffed with egg salad.

Melon wedges topped with thinly sliced ham.

Sandwich of cheese, meat, tomato, onion, and lettuce.

Antipasto of tuna, shrimp, anchovies, hard-cooked eggs, and assorted vegetables.

Leftover poultry or meat—as is, or chopped into a sandwich spread.

Bite-sized cubes of broiled beef, served on a toothpick.

Raisin bread, toasted and spread with peanut butter.

Sandwiches using a variety of breads—raisin, cracked-wheat, pumpernickel, rye, black.

Date-nut roll or brown bread, spread with cream cheese.

English muffins, served open-faced for sandwiches such as hot roast beef or turkey, chicken salad, sloppy joes.

Individual pizzas. Top English muffin halves with cheese slices, tomato sauce, and oregano, and broil.

Waffles topped with whipped topping and strawberries.

Wheat or rye crackers, topped with herb-seasoned cottage cheese, cheese or meat spread, or peanut butter.

Graham crackers and milk.

Ready-to-eat cereals—right out of the box!

Ice cream or pudding, sprinkled with crisp cereals or wheat germ.

Milkshakes with mashed fresh berries or bananas.

Parfait of cottage cheese, yogurt, or ice milk combined with fruit, sprinkled with chopped nuts, wheat germ, or crisp cereal.

Dips for vegetable sticks. For fewer calories, substitute cottage cheese or plain yogurt for sour cream and mayonnaise in preparing dips.

Fruit-flavored yogurt.

Cheese cubes, *au naturel*, or speared with pretzel sticks, or alternated with mandarin orange sections on a toothpick.

Assorted cheeses with crackers or chilled fresh fruits.

Custard or pudding.

Ice milk sundae, topped with fresh, canned, or frozen fruits.

FOODS OR MENU TERMS USED IN THE D-MAN COMIC BOOK

apple
apple cider

banana
beans
beans (dried)
beef
bread
broccoli
broccoli spears
bun
butter

cake
candy
candy bar
cantaloupe
carrot
catsup
celery
cereal
cheese
chicken
chocolates
cola
cookie
corn
cornflakes
cottage cheese
cottage cheese dip
crunchy style peanut butter
cupcake

doughnut

egg
elbow macaroni

fats
fish
fresh fruit
fresh vegetables
Frosta flakes
fruit
fruit juice
fudgy chocolates

grapes
grapefruit
green beans

hot dogs

ice cream

jam
jelly
juice

lettuce

margarine
mashed potatoes
meat
meat loaf
milk
mushroom

nuts

oatmeal
oil
orange

peanut
peanut butter
pear half salad
pepper
pie
pineapple
pizza
pop
popcorn
pork chop
potato
poultry
pudding

rice
root beer

salad dressing
salt
soda
spaghetti
strawberry
sugar
sweets
sweet treats
Swiss cheese

tomato
tossed salad

vegetable

walnut
whole wheat bread

yogurt

NUTRITION WORDS OR TERMS IN THE D-MAN COMIC BOOK

beans
bread
breakfast

calorie
calories plus nutrients
carbohydrate
caution
cavities
cereal
cheese

Daily Food Guide
diet
diet habits
diet story
diet problems
dinner

energy

fat
fats
fish
food
food labels
fruit

healthy
hungry

lunch

meals
meat
menu
milk
minerals

nutrient
nutrition
nutritious
nuts

poultry
protein

servings
serving size
servings per container
snacks
sodium
sweets

thirsty

vegetable
vitamin D Milk
vitamin

water

NUTRITIONAL CONCEPTS AND OBJECTIVES BY DEVELOPMENTAL LEVELS

Concepts	Minimal Objectives		
	Intermediate	Junior High	Senior High
1. Physiological Facts Nutrition is the way the body uses food. We eat food to live, to grow, to keep healthy and well, and to get energy for work and play.	Identify at least one function for each of the six major nutrient classes.	Identify at least two effects food choices have on physical fitness and physical appearance.	Identify at least two ways that food habits, exercise, environment, work, and leisure activities interact to affect health.
2. Nutrients Food is made up of different nutrients that work together and interact with body chemicals to serve the needs of the body. Many kinds and combinations of food can provide a nutritionally adequate diet.	Name the six nutrient groups and identify one major nutrient provided by each of the food groups. Recognize the pathway of food during the process of digestion. Specify one reason why the school lunch contributes to nutritional health. Identify plant or animal foods that are a major source of carbohydrates, protein, or fat.	Select menu alternatives to maintain a nutritionally adequate meal. Select a school lunch that meets personal nutrient and calorie needs. Specify a combination of two plant foods that contain complementary proteins.	Identify the physiological processes involved in the digestion, absorption, and metabolism of nutrients. Given limited food resources, select a nutritionally adequate diet based on nutrient criteria. Identify two ways the consumer can decrease the food budget without sacrificing the nutritional quality of the diet. Identify one way a vegetarian can obtain a nutritionally balanced diet.
3. Food Handling The way food is handled influences the amount of nutrients in food, its safety, quality, appearance, taste, acceptability, and cost.	Identify two factors which affect the yield and quality of food crops. Identify two ways to prevent food-borne illnesses. Identify two ways of food preparation which maximizes nutrient retention. Use unit pricing to get the best buy when purchasing snack foods.	Identify two organisms that may cause food-borne illness and two foods that are particularly susceptible to such organisms. Identify three ways of cooking food to maximize nutrient retention. Identify three methods of preserving food at home. Recognize one local, one state, and one federal governmental agency responsible for food sanitation and safety enforcement. Specify two major factors that affect cost, quality, availablity, or variety of food in the marketplace. Identify the required and optional information found on food labels.	Identify one reason for the use of pesticides and one reason against the use of pesticides. Identify reasons for two sanitation precautions that should be followed by food services personnel. Specify one advantage and disadvantage of food processing. Evaluate nutrition claims made in the merchandising and advertising of food. Use nutrition labels to compare the nutritional value of foods.

Concepts	Minimal Objectives		
	Intermediate	Junior High	Senior High
4. Life Cycle All persons throughout life have need for the same nutrients, but in varying amounts. The amount of nutrients needed is influenced by age, sex, activity and state of health.	Identify the nutrients which provide calories. Specify two reasons for the difference in the amount of food required by individuals.	Recognize that a calorie is a measure of the energy value of food. Identify three factors that influence calorie need. Identify at least two nutrient requirements for teens that differ from other age groups. Identify three health and physical conditions that require special attention to nutrition.	Identify the purpose of the recommended dietary allowances. Evaluate for nutritional adequacy a meal for a person in a much younger or much older age group. Explain how stress influences nutritional needs. Plan a nutritionally adequate diet that will result in a person's achieving or maintaining desired weight.
5. Social/Psychological Aspects of Food Food can be chosen to fulfill physiological needs and at the same time satisfy social, cultural, and psychological wants.	Identify how home and/or social eating enviornments influence food selection. Identify two ways aesthetic and sensory qualities influence our food choices. Specify one example of a food associated with a different country/community and its nutrient contribution.	Identify how an emotional feeling influences eating behavior. Identify how different cultural food patterns supply nutritionally adequate diets.	Identify how social conditions influence eating behavior. List three different food patterns which would meet nutritional needs.
6. Food Technology The nutrients, singly and in combinations of chemical substances simulating natural foods, are available in the market; these may vary widely in usefullness, safety of use and economy.	Identify how advertisement affects our selection of foods and how our selection affects the availability of foods	Specify one way a consumer can influence decisions made in the food industry.	Identify two criteria for evaluating the validity of nutrition information. Distinguish facts from fallacies concerning the nutritional value of foods.
7. Nutrition and Society Food plays an important role in the physical and psychological health of the society or a nation just as it does for the individual and family.	Specify one way students can improve the environment in the school lunchroom.	Specify one way the student can influence the school food service program. Identify one major nutrion problem in this country and suggest a possible solution to this problem.	Identify responsibilities of local, state, and federal agencies in determining requirements for school food service programs.

References:

Ullrich, Helen D. and Briggs, George M., "Improving Education Concerning Nutrition: The General Public," 1969 White House Conference on Food Nutrition and Health, pp. 175-187.
Mayer, Jean, ed. U.S. National Policies in the Seventies, San Francisco, W. H. Freeman and Company, 1973.
These concepts evolved from the Interagency Committee on Nutrition Education, 1964.
"Minimum Proficiency Levels for Nutrition Education in California Schools," California Nutrition Education and Training Program, California State Department of Education, Sacramento, 1979.

STUDY GUIDE

Use your D-Man comic book to complete this nutrition scavenger hunt.

1. _____ is how your body uses food.

2. Nutrition may be taught in _____ class.

3. Your _____ is the food you eat.

4. _____ foods are good for your body. They help you _____ and make you _____.

5. Good food gives you _____ and helps you _____.

6. Debbie used the _____ _____ _____ to plan her lunch.

7. The Daily Food Guide divides foods into _____ groups.

8. You need _____ servings daily from the Fruit-Vegetable group.

9. You need _____ servings daily from the Bread-Cereal group.

10. You need _____ servings daily from the Milk-Cheese group.

11. You need _____ servings from the Meat-Poultry-Fish-Beans-Nuts group.

12. When you choose from the Fats-Sweets group, you should choose with _____.

13. There are _____ nutrients in foods. List the nutrients.

Study Guide - 2

14. Nutrients help your body stay_____.

15. _____are a measure of energy.

16. The energy your body does not use changes to_____.

17. Lisa chooses foods that have many_____and fewer_____.

18. _____and_____provides more calories than their nutrient contribution to your diet.

19. _____and_____provide fewer calories than their nutrient contribution to your diet.

20. Many food labels list_____.

21. Three nutrients listed on labels are_____,_____, and_____.

22. Bob probably crossed_____ _____off his shopping list because_____ _____is a better food choice nutritionally.

23. Debbie chooses_____to drink for a nutritious snack.

24. _____can cause cavities. List four.

25. _____are responsible for your diet.

STUDY G'IIDE KEY

Page Numbers	Answers
1. 17	1. Nutrition
2. 18	2. health
3. 8	3. diet
4. 16	4. Nutritious grow, healthy
5. 17	5. energy, grow
6. 16	6. Daily Food Guide
7. 16	7. five
8. back cover	8. four
9. back cover	9. four
10. back cover	10. two to four
11. back cover	11. two
12. back cover	12. caution
13. 19	13. six carbohydrates, protein, fat, vitamins, minerals, water
14. 19	14. healthy
15. 20	15. Calories
16. 20	16. fat
17. 21	17. nutrients, calories
18. 21	18. Pie, cake, or fancy desserts
19. 21	19. Fresh fruit, pudding
20. 19	20. nutrients
21. 19	21. protein, carbohydrates, fat, (sodium is a mineral, therefore could be a correct answer.)
22. 18	22. cup cakes, fruit juice
23. 16	23. milk
24. 14	24. Sweets candy, sugar, jam, jelly
25. 24	25. You

DISCUSSION QUESTIONS

1. Is snacking bad?

2. Why do I need to eat breakfast?

3. What kind of diet does an athlete need?

4. Why can't I lose weight when I skip breakfast and lunch every day?

5. How can I improve my figure or physique?

6. What should I eat to lose weight?

7. Do boys need more food than girls?

8. Why do I eat when I am not hungry?

9. What foods should I choose for dessert?

10. How do I know if my meals are balanced?

Foods in Comic Book

Page 40
- apple
- banana
- bean
- beef
- bread
- broccoli
- butter
- cake
- candy
- cantaloupe
- carrot
- catsup

Page 41
- celery
- cereal
- cheese
- chicken
- chocolate
- cider
- cookie
- corn
- dip
- doughnut
- egg
- fat

Page 42
- fish
- fruit
- grape
- green
- pepper
- hot dog
- ice cream
- jam
- jelly
- juice
- lettuce
- macaroni

Page 43
- meat
- milk
- mushroom
- nut
- oil
- orange
- peanut
- butter
- pear
- pie
- pineapple
- pizza

Page 44
- pop
- popcorn
- pork
- potato
- pudding
- rice
- salad
- soda
- spaghetti
- strawberry
- sugar
- sweet

Page 45
- tomato
- vegetable

Additional Signs

Page 46
- bacon
- chew
- chewing gum
- coffee
- cracker
- French fries
- fudge
- gravy
- ham
- hamburger
- honey
- hungry

Page 47
- jello
- marshmallow
- pepper
- pickle
- sausage
- salt
- soup
- steak
- stew
- tea
- toast

Page 48
- tuna
- turkey
- water
- breakfast
- dance
- deaf
- drink
- eat
- food
- health
- lunch
- napkin

Page 49
- sick
- starve
- thank

apple
Press knuckle of right index finger into right cheek and twist forward.

banana
Hold left index finger up. Go through motions of peeling a banana with tips of right flat O.

bean
One shape LH palm right, tip out. Strike once with tips of right G.

beef
Open B LH. Grasp between thumb and index with right thumb and index and shake.

bread
Open B LH palm in, tips right. Draw little finger side of right hand down back of left fingers several times.

broccoli
B shape LH. H shape RH palm in, tips left. Touch index finger of left B with tips of right H.

butter
Open B LH palm up, tips out. brush twice with tips of right H.

cake
Open B LH palm up, tips out. Hold right claw, tips down, over left palm then lift up spreading fingers.

candy
Place right index finger just below right side of mouth and twist.

cantaloupe
C shape LH palm down. Thump back of left wrist with right middle finger.

carrot
Hold right S up to mouth and twist slightly as if crunching a carrot.

catsup (or ketchup)
K shape RH palm out, tips left. Shake up and down.

Copied from The Signed English Dictionary for Preschool and Elementary Levels, edited by Harry Bornstein, L. B. Hamilton, K. L. Saulnier, and H. L. Roy. Gallaudet College Press, Washington, D.C., 1975.

celery
Bring right G up to mouth as if eating a piece of celery.

cereal
Open B LH palm up, tips right. Place back of right C in left palm then lift to mouth.

cheese
Twist heel of right palm on heel of left palm.

chicken
Place side of right G on mouth then place tips in left palm.

chocolate
Place thumb of right C on back of left hand and circle counter-clockwise.

cider
Place thumb of right C on right cheek and twist forward.

cookie
Open B LH palm up, tips out. C shape RH palm down. Place tips of right C in left palm and twist as if cutting out cookies.

corn
Hands face each other as if holding an ear of corn. Rotate slightly.

dip
Flat O both hands tips down. Dip down twice.

doughnut
R shape both hands palms out, fingers touching. Turn over ending with R's touching, palms up.

egg
H shape both hands palms facing, tips down. Hit left H with right H then draw apart.

fat
Hold claw hands on cheeks, then move away (puffy, fat face).

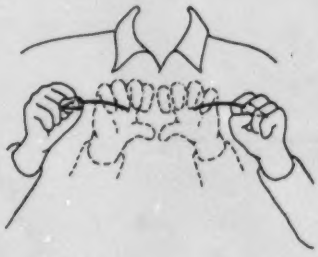
fish
Open B both hands left palm in, tips right; right palm left, tips out. Place left tips on right wrist. Flutter right hand while moving forward.

fruit
Nine shape RH. Place thumb and forefinger on right cheek and move to chin.

grape
Hop curved right fingers across back of LH.

green
G shape RH palm in, tips left. Rock up and down.

pepper
F shape RH. Mime shaking pepper shaker.



hot dog
Claw shape both hands palms down, index fingers almost touching. Draw apart and Close into S shapes twice.

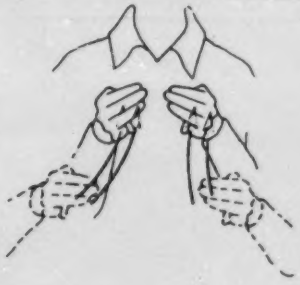
ice cream
Mime eating ice cream cone (S shape holding cone).

jam
Open B LH palm up, tips out. Make right J over left palm, turn into M shape and make circle in left palm with right tips.

jelly
Dip right J shape into upturned palm of LH.

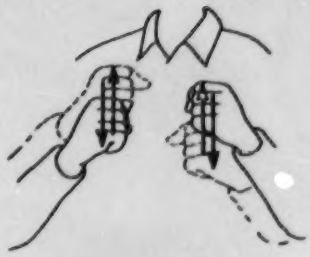
juice
Form letter J then raise cupped hand to mouth as if drinking.

lettuce
Tap base of right L against right temple twice.



macaroni
M shape both hands palms in, tips facing. Move up and down as if draining macaroni.

meat
Open B LH palm in, tips right. Grasp left hand between thumb and index with right thumb and index.



milk
S shape both hands. Mime milking cow.

mushroom
C shape RH palm down, fingers left. Support with left index tip.

nut
Flip thumb out from under teeth. Repeat.

oil
O shape LH palm and tips right. Grasp base of left thumb with right thumb and middle finger and pull down.

orange
Place right C at mouth and "squeeze" into S shape.

peanut
Twist thumb of right A on lower lip and move out.

butter
Open B LH palm up, tips out. brush twice with tips of right H.

pear
Flat O left hand palm in, tips right. Grasp with right fingers and slide RH back indicating shape of pear.

pie
Mime cutting slice of pie using left palm as pie and edge of right little finger as knife.

pineapple
Twist middle finger of right P on right cheek.

pizza
Curved L shape both hands palms facing, thumbs up. Drop down. Now form right flat O and move in circular motion over left L as if putting ingredients in a pizza.

pop
O shape LH palm and tips right. Put right thumb and index finger in left O, pull out, then slap right palm on left O.

popcorn
S shape both hands palms in, knuckles up. Snap index finger up alternately.

pork
P shape LH. Grasp left P with right thumb and forefinger and shake.

potato
Tap back of LH with right bent V.

pudding
Open B LH palm up, tips out. Place middle finger of right P in left palm then move up to mouth.

rice
Open B LH palm up, tips right. Place back of right R in left palm then move up to mouth.

salad
Open B both hands, palms up, fingers curved. Mime tossing salad.

soda
C shape LH palm and tips right, little finger side down. Place RH in left C, tips down, then pull up and out fluttering fingers.

spaghetti
I shape both hands knuckles in, tips facing. Dig in and up.

sugar
H shape RH palm in, tips up. Stroke chin with tips twice.

strawberry
Nine shape RH. Place index and thumb on mouth and flick out.

sweet
Open B RH palm in, tips up. Place tips on chin and bring down curving fingers.

tomato
Flat O LH palm and tips down. Place back of right index on lips then brush across side of left flat O.

vegetable
V shape RH palm left. Touch right side of chin with index finger then middle of chin with middle finger.

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bacon
H shape both hands palms down, tips touching.
Draw away in wavy motion.

chew
Bent V both hands left tips up, right tips down. Circle right tips over left tips clockwise.

chewing gum
V shape RH palm left. Place tips on right cheek then bend up and down rapidly.

coffee
Place right S on left S and make a grinding motion counter clockwise.

cracker
Tap left elbow several times with right A.

French fries
F shape RH palm down, tips out. Move to right.

fudge
B shape LH palm down tips out. Circle right F counterclockwise over left hand.

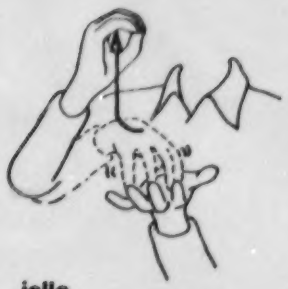
gravy
Open B LH palm in, tips right. Grasp bottom of palm with right index finger and thumb, then slip right fingers off into 9 shape.

ham
H shape LH palm and tips slanted right. Grasp left hand between thumb and index finger with right thumb and index and shake.

hamburger
Clasp hands together and move as if making hamburger patty.

honey
Draw index finger of right H across chin, then flick wrist out and down.

hungry
Draw tips of claw hand down upper chest.

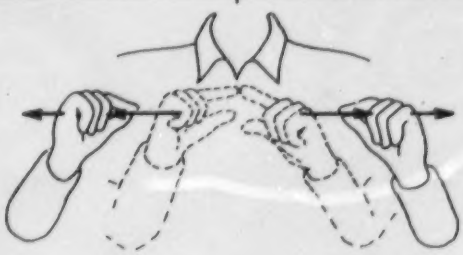


jello
Open B LH palm up, tips slightly right. C shape RH palm down. Wiggle right fingers over left palm and draw up into O shape.

marshmallow
C shape LH palm and tips right, little finger side down. Open and close right fingers in left C.

pepper
F shape RH. Mime shaking pepper shaker.

pickle
One shape LH palm right, tips out. Place right index on mouth then move down to left index.



sausage
G shape both hands palms and tips out, index fingers touching. Draw apart snapping fingers twice (indicating links).

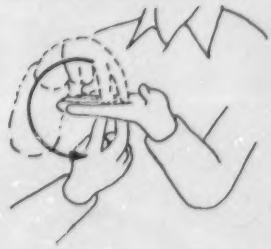
salt
Tap right V on back of left V twice.

soup
Place back of RH in left palm, then move up to mouth as if eating soup.

steak
S shape LH palm down. Grasp with right thumb and index finger and shake slightly.

stew
C shape LH palm and tips right, little finger side down. Hold right S over left C and open into five shape several times.

tea
Place thumb and index finger of right 9 in left C and stir.



toast
Place tips of right V in left palm, circle under and touch back of LH.

tuna
Open B LH palm in, tips right. T shape RH palm left, knuckles out. Place left tips on right wrist, then move both hands forward, fluttering right T.

turkey
Place back of right Q on tip of nose then shake down in front of chest.

water
Tap lips twice with index finger of right W.

breakfast
Place tips of right flat O on lips then move out into open B. Now place little finger side of left open B, palm in, tips right, in crook of right elbow and bring right arm up.

dance
Open B LH palm up, tips out. Sweep right V over left palm several times.

deaf
Point index finger to ear. Then place index fingers of double B's together, palms down.

drink
Place C shape on mouth as if drinking.

eat
Place tips of right flat O on lips. Repeat several times.

food
Place tips of flat O on mouth.

health
H shape both hands palms in, tips facing. Place tips on upper chest then move down to stomach.

lunch
Place tips of right flat O on lips. Move out into B shape palm in, tips out, and rest elbow on back of left hand which is held before body.

napkin
Place tips of right fingers on mouth and make small circle clockwise.

sick
Five shape RH palm in. Tap forehead with middle finger.

starve
S shape RH palm in. Place on upper chest and slide down slowly.

thank
Open B RH palm in, tips up. Place tips on chin or lips. Move out as it throwing a kiss.

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RESOURCES

BOOKS

1. BLOOD AND GUTS: A WORKING GUIDE TO YOUR OWN INSIDES. L. Allison, Little Brown and Co., Boston, MA. Human physiology presented in an informal and highly motivational manner with cartoon illustrations. Contains lots of activities and experiments. Intermediate - junior high.

2. DESIGN FOR HEALTH. Project Outside/Inside, Somerville Public Schools, 81 Highland Ave., Somerville, MA 02143. Excellent resource for health teachers. Activities encourage student self-evaluation. Junior high - high school.

3. FOOD FOR SPORT. N.J. Smith, M.D., Bull Publishing Co., P.O. Box 208, Palo Alto, CA 94302. Excellent, readable, and reliable guide to nutrition in athletic performance. High school - adult.

4. FOR TEENAGERS ONLY: CHANGE YOUR HABITS TO CHANGE YOUR SHAPE. J. Skeda, Bull Publishing, P.O. Box 208, Palo Alto, CA 94302. A program for weight loss designed to change eating behavior. Includes food diary, workbook, basic nutrition education, caloric consumption, advice on how to increase activity, etc. Junior high - high school.

5. GOOD FOR ME: ALL ABOUT FOOD IN 32 BITES. Burns, Little Brown and Co., Boston, MA. Provides basic nutrition information written in an informal style and lavishly illustrated with cartoon characters. This excellent resource is filled with exciting activities for its readers. Intermediate - junior high.

6. HANDBOOK FOR THE YOUNG ATHLETE. Bull Publishing Co., P.O. Box 208, Palo Alto, CA 94302. Focuses on evaluating athletic potential, training, nutrition, sports injuries, women athletes, and college athletic recruitment. Junior high - high school.

7. NUTRITION LABELING: HOW IT CAN WORK FOR YOU. R. Deutsch for National Nutrition Consortium, Nutrition Labeling, P.O. Box 4110, Kankakee, IL 60901. Excellent book carefully explaining the "ins and outs" of nutrition labels. Junior high - adult.

8. NUTRITIVE VALUE OF FOODS. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Home and Garden Bulletin #72. Contains the nutritive value of many common foods. Excellent reference book. Check local County Extension Office for free copy. Junior high - adult.

9. REALITIES OF NUTRITION. R. Deutsch, Bull Publishing Co., P.O. Box 208, Palo Alto, CA 94302. An unusually readable textbook on nutrition. Adult.

10. SCIENCE EXPERIMENTS YOU CAN EAT. V. Cobb, J.B. Lippincott Co., Philadelphia. A delightfully illustrated and imaginative book using the kitchen as a lab and foods as the chemicals. Intermediate - high school.

CURRICULUM GUIDES

11. FAD DIETING -- A PORTFOLIO OF RESOURCE MATERIALS KIT. Cornell University, Cooperative Extension Service, Building #7, Research Park, Ithaca, NY 14853. Includes a variety of activities and ideas for teaching weight control to teens. Junior high - high school.

12. FOCUS ON NUTRITION: A TEACHER'S HANDBOOK FOR NUTRITION EDUCATION, GRADES 7-12. Mass. Department of Education, Park Square Building, 5th Floor, 31st James Avenue, Boston, MA 02116. Integrates nutrition into the major content areas of the secondary curriculum. Many activity ideas. Junior high - high school.

13. FOOD: WHERE NUTRITION, POLITICS, AND CULTURE MEET. Center for Science in the Public Interest, 1755 S. Street, N.W., Washington, D.C. 20009. Could be used in social studies as well as nutrition classes. Approaches the food supply as a world-wide problem. High school.

14. FOOD: YOUR CHOICE, LEVEL IV - HEALTH. National Dairy Council, 6300 North River Road, Rosemont, IL 60018 or contact your local Dairy Council. Current health issues are discussed in a series of lessons outlined in detail for ease of teaching. Junior high.

15. FOOD: YOUR CHOICE, LEVEL IV - HOME ECONOMICS. National Dairy Council, 6300 North River Road, Rosemont, IL 60018 or contact your local Dairy Council Highly motivational lesson plans to teach home economics. Junior high. Social Studies and Science also available.

16. FOOD: YOUR CHOICE, LEVEL III -- FIFTH AND SIXTH GRADE. National Dairy Council, 6300 North River Road, Rosemont, IL 60018 or contact your local Dairy Council. Includes teacher's guides, dittos, and many activity ideas for teaching nutrition in the upper elementary grades. Levels I and II also available for lower elementary grades.

17. INTEGRATED NUTRITION ACTIVITIES. Ohio Department of Education. State of Ohio, Department of Education, Ohio Departments Building, Division of Elementary and Secondary Education, 65 South Front Street, Columbus, OH 43215. A set of four activity boxes and teacher's guide designed to help integrate nutrition into five major subject matter areas for grades K-8. Level I - K-2; Level II - 3-4; Level III - 5-6; Level IV - 7-8.

18. INTEGRATED NUTRITION EDUCATION AND TRAINING. Levels available for ages 9-12, Junior High and Senior High, Illinois State Board of Education, 100 N. First St., Springfield, IL 62777. Each activity book contains a series of lesson plans which can be used to teach nutrition in a variety of curricula areas. Intermediate - high school.

19. LEARNING ABOUT YOUR ORAL HEALTH. American Dental Association, 211 E. Chicago Ave., Chicago, IL 60611. Four separate kits for studying dental health: Level I, Grades K-3, Level II, Grades 4-6, Level III, Grades 7-9, Level IV, Grades 10-12. Kits include spirit masters for quizzes and games, pamphlets, and cartoon books.

20. NUTRITION IN A CHANGING WORLD: THE SCHOOL NUTRITION EDUCATION CURRICULUM STUDY. College of Human Development, The Pennsylvania State University, University Park, PA 16802. A comprehensive and detailed body of nutrition information presented with a wide variety of ideas for classroom use. Four volumes for grades 4-6.

21. ON THE BEAM, DIET AND WEIGHT CONTROL FOR TEENAGERS. Nutrition Educators, Inc., 1865 Goodrich Ave., St. Paul, MN 55105. Activity oriented weight control guide. Full of good ideas to motivate the overweight teen. Junior high - high school.

22. THE PHYSICALLY HANDICAPPED STUDENT IN THE REGULAR HOME ECONOMICS CLASSROOM: A GUIDE FOR TEACHING NUTRITION AND FOODS. S.S. Redick, Interstate Printers and Publishers, Danville, IL 61832. Objectives, concepts, generalizations, learning activities, and resources for both handicapped and nonhandicapped students. Adaptations of content for three handicapping conditions are included, limited use of hand(s), incoordination and immobility. Junior high.

23. CHECK STAND: A FOOD BUYING GAME. Cooperative Extension Service, Washington State University, Pullman, WA 99163. Two to four players proceed around a supermarket gameboard purchasing the weekly food requirements for a "family." The game encourages players to plan meals around the Daily Food Guide and to budget carefully. Junior high.

24. CORNER STORES AND SUPERMARKETS. Sperry and Hutchinson Co., Consumer Affairs Distribution Center, 2900 W. Seminary Dr., Fort Worth, TX 76133. Teaching kit for grades 7-12 includes teacher's guide, stencils, charts, and one study booklet. Junior high - high school.

25. FOOD MODELS. National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018. Excellent teaching aid uses life-size colored pictures of common foods with nutrient content on back. All grade levels.

26. GOOD LOSER GAMES. National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106. Object of the game is to teach successful weight control. Information is current and presented in an interesting manner. Junior high - high school.

27. IT'S MORE THAN A COOKBOOK. Learning Stuff, P.O. Box 4123, Modesto, CA 95352. Excellent resource for teaching foods to intermediate and junior high groups. Outstanding activity ideas follow-up each recipe. Intermediate - junior high.

28. MCDONALD'S NUTRITION PACK. McDonald's Action Packs, Box 2594, Chicago, IL 60690. Teacher's guide and dittos. Emphasis is not on eating McDonald's products. Intermediate.

29. PENCIL AND PAPER FUN TO TEACH NUTRITION. Good Idea Book Co., P.O. Box 116, Gillette, NJ 07933. Written activities related to nutrition also teach many language arts concepts. Intermediate.

30. SOUP'S ON. National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106. A balanced diet Bingo game for up to 40 players. Teaches the composition of 84 common foods. Intermediate - junior high.

31. TEACH NUTRITION WITH BULLETIN BOARDS. Life Skills Center, Department of Home Economics, Montclair State College, Upper Montclair, NJ 07043. Many ideas to teach nutrition concepts with visuals. Intermediate - high school.

32. TEACH NUTRITION WITH PUZZLES AND ACTIVITIES. Life Skills Center, Department of Home Economics, Montclair State College, Upper Montclair, NJ 07043. Hidden words, crossword puzzles, scrambled words all help to teach nutrition. Intermediate - junior high.

33. TO MARKET WITH METRIC. Campbell's Soup Co., Home Economics Department, Camden, NJ 08101. Packet of pamphlets, dittos, and a game to familiarize students with the metric system. Intermediate.

34. TRANSPARENCY KITS. Unigraph, 1428 Harvard Ave., P.O. Box 24287, Seattle, WA 98122. Titles include: Carbohydrates and Fats, Chemistry of Beverages, Chemistry of Food, Food Additives, Protein, Vitamins and Minerals. Junior high - high school.

35. U.S.RDA COMPARISON CARDS. National Dairy Council, 6300 N. River Rd., Rosemont, IL 60018. Colorful cards present the leader nutrients for a variety of common foods. Intermediate - adult.

36. WHEELS. National Health Systems, P.O. Box 1501, Ann Arbor, MI 48106. A Bingo-like game that teaches players the food sources of the eight major vitamins and minerals needed by the body. Intermediate - high school.

37. WINNING THE GROCERY STORE GAME. The Learning Seed Co., 145 Brentwood Dr., Palatine, IL 60067. Kit to teach teens and adults about packaging, merchandising traps, and true values in the supermarket. Includes three color filmstrips, two cassettes, spirit masters, investigation cards, supermarket scavenger hunt, Eater's Digest Book, and teacher's guide. Junior high - adult.

AUDIOVISUAL MATERIALS

38. CHOICES FOR A LIFETIME, Cereal Institute, Inc., Education Department, 1111 Plaza Drive, Schaumburg, IL 60195. A free filmstrip explaining the importance of a good breakfast. Also available: "Today's Choices" filmstrip. Intermediate - junior high.

39. EATING ON THE RUN. Alfred Higgins Productions, 9100 Sunset Blvd., Los Angeles, CA 90069. This entertaining film suggests ways to improve the nutrient density of the daily diet while maintaining a fast-paced lifestyle. Junior high - adult.

40. FOOD FOR LIFE, Perennial Education, Inc., P.O. Box 855, Ravinia, Highland Park, IL 60035. This film explains malnutrition and the many different forms it takes from obesity to kwashiorkor. Intermediate to adult.

41. FOOD TO GROW ON. Tupperware Home Parties, P.O. Box 2353, Orlando, FL 32802. Well done filmstrips with a sound nutritional messages. Titles include: "From toddler to 12," "The teenager vs. nutrition," and "Nutrition begins when you do." Intermediate - high school.

42. FOOD TO LIVE ON. Tupperware Home Parties, P.O. Box 2353, Orlando, FL 32802. Set of three enlightening filmstrips with cassettes entitled "The independent 20's," "The changing 40's," and "The maturing years." Junior high - adult.

43. FRUIT AND VEGETABLE TASTING PARTY. McGraw-Hill Films, Inc., 1221 Avenue of the Americas, New York, NY 10020. When children are given a variety of fruits and vegetables to create treats, they discover that cake, candy, and soda are not necessary ingredients for a "Happy Birthday." Intermediate.

44. LABEL LITERACY: HOW TO READ FOOD PACKAGING. Sunburst Communications, 41 Washington Ave., Pleasantville, NY 10570. This two-part filmstrip located in a grocery store details the variety and value of information to be found on food labels. Junior high - adult.

45. LOOK BEFORE YOU EAT. Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069. A look at eating habits and their relationship to health. A group of high school students tries to reduce the amount of sugar, salt, and fat in their diet and report on the results. Fast foods, processing, and vending machine foods are also discussed. Junior high - high school.

46. NUTRITION AND EXERCISE. Sunburst Communications, 41 Washington Ave., Pleasantville, NY 10570. The first filmstrip introduces the six nutrient groups and common myths about each nutrient. Part two deals with the relationship between energy expenditure and number of calories needed. High school - adult.

47. READ THE LABEL, SET A BETTER TABLE. Consumer Affairs Office, FDA, 433 W. Van Buren, Rm. 1222, Chicago, IL 60607. A humorous treatment on food label information. Animated sequences describe the major nutrients and their function. Narrated by Dick Van Dyke. Available on free loan from the FDA. Junior high - adult.

48. SUPERGOOP. Churchill Films, 662 N. Robertson Blvd., Los Angeles, CA 90069. Depicts in an entertaining manner how advertising can be used to persuade us to buy a product which we do not need. Intermediate.

49. YOUR BODY FOR LIFE (Grades 4-6). Tupperware Home Parties, P.O. Box 2353, Orlando, FL 32802. Cartoon characters representing the body systems explain how food provides nutrients. Contains excellent role playing cards, filmstrips, cassettes, teacher's guide. Intermediate.

ORGANIZATIONS AND AGENCIES PROVIDING FREE OR LOW COST NUTRITION MATERIALS

American Dental Association
Bureau of Health Ed. & Audiovisual Services
211 E. Chicago Ave.
Chicago, IL 60611

American Diabetes Association
600 5th Ave.
New York, NY 10020

American Egg Board
1460 Renaissance Drive
Park Ridge, IL 60068

American Heart Association
National Center
7320 Greenville Avenue
Dallas, TX 75231
(check phone book for local address)

American School Food Services Assn.
Publications Department
4101 E. Iliff Ave.
Denver, CO 80222

Center for Science in the Public Interest (CSPI)
1757 S. St., N.W.
Washington, D.C. 20009

Consumer Information Center
Pueblo, CO 81009

County Cooperative Extension and Expanded Nutrition Office
(check phone book for local address)

Florida Department of Citrus
P.O. Box 148
Lakeland, FL 33802

Illinois State Council on Nutrition
Suite 405, Lincoln Tower Plaza
524 S. Second St.
Springfield, IL 62706

General Mills, Inc.
Educational Services
9200 Wayzata Boulevard
Minneapolis, MN 55426

Institute of Food Technologists
221 N. LaSalle St., Suite 2120
Chicago, IL 60601

Kellogg Co.
Home Economics Services
Battle Creek, MI 49016

National Dairy Council
6300 N. River Road
Rosemont, IL 60018
(ask for local Dairy Council address)

The National Foundation March of Dimes
P.O. Box 2000
White Plains, NJ 10602

National Livestock and Meat Board
Nutrition Research Department
444 N. Michigan Ave.
Chicago, IL 60611

The Potato Board
1385 S. Colorado Blvd., Suite 512
Denver, CO 80222

Society for Nutrition Education
2140 Shattuck Ave., Suite 1110
Berkley, CA 94704

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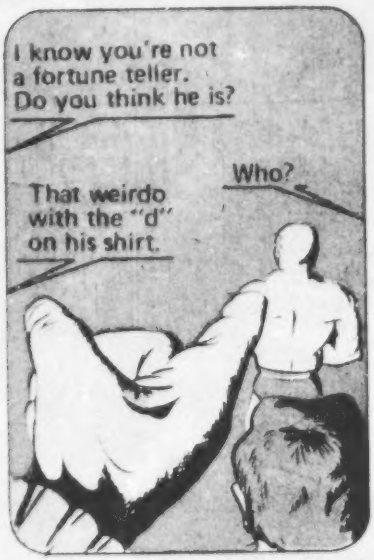
This publication and a teacher's guide may be ordered from: WCRESC NET Project, 3202 N. Wisconsin Avenue, Peoria, IL 61603; or ISBE, 100 N. First Street, Springfield, IL 62777. The NET Project is available for participation by all people regardless of race, sex, color, national origin, religion, or handicap.

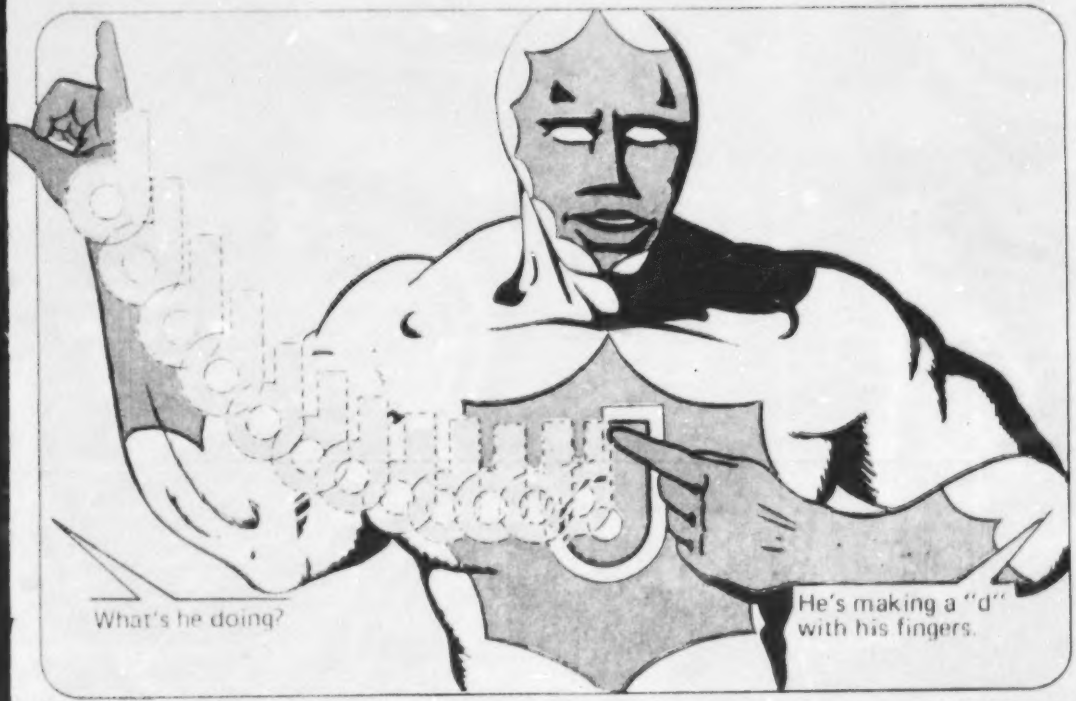


*fortune teller - A fortune teller tells about the future.

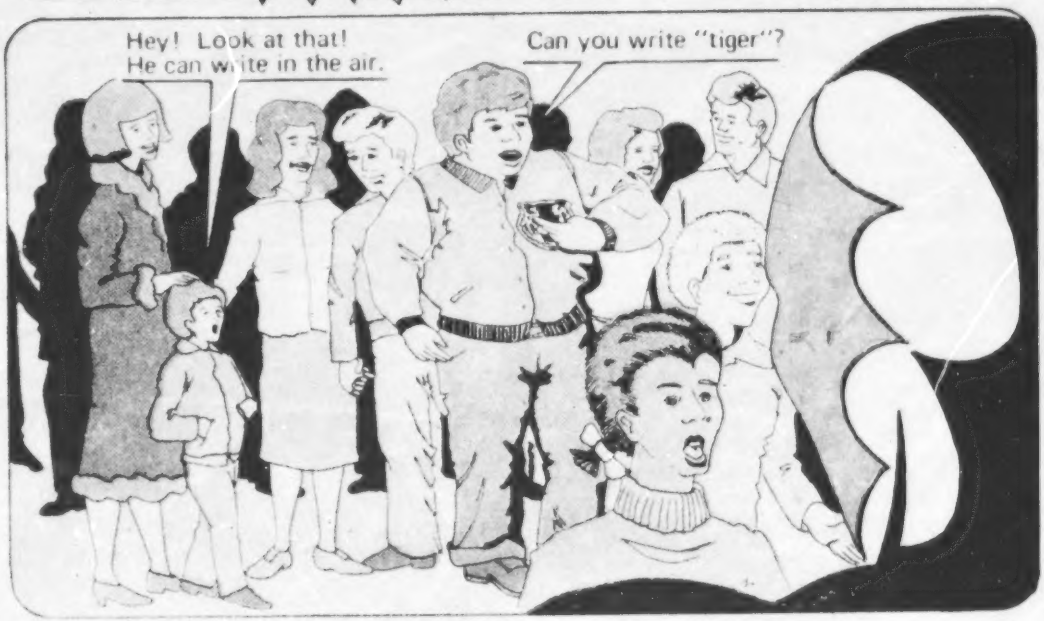
*mascot - A mascot brings good luck.

2

Hey you... Hey!
I'm talking to you.
Jeff touches the stranger on the shoulder.
The stranger turns around.
He's telling us he can't hear. He's deaf.
How about that? The Darts have a deaf mascot.
Maybe he isn't a Dart.
He must be. Look at his costume. Halloween was a week ago.
What does that "d" mean?

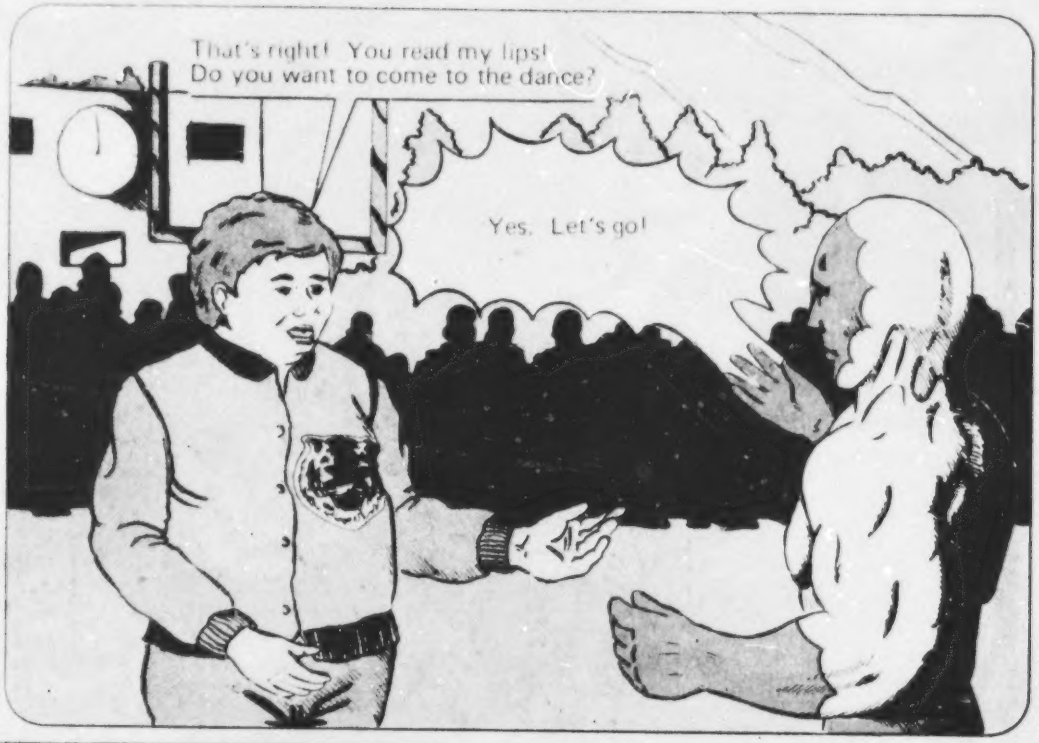

What's he doing?
He's making a "d" with his fingers.

Suddenly words come out of the stranger's fingers.
My name is D-Man.


Hey! Look at that! He can write in the air.
Can you write "tiger"?

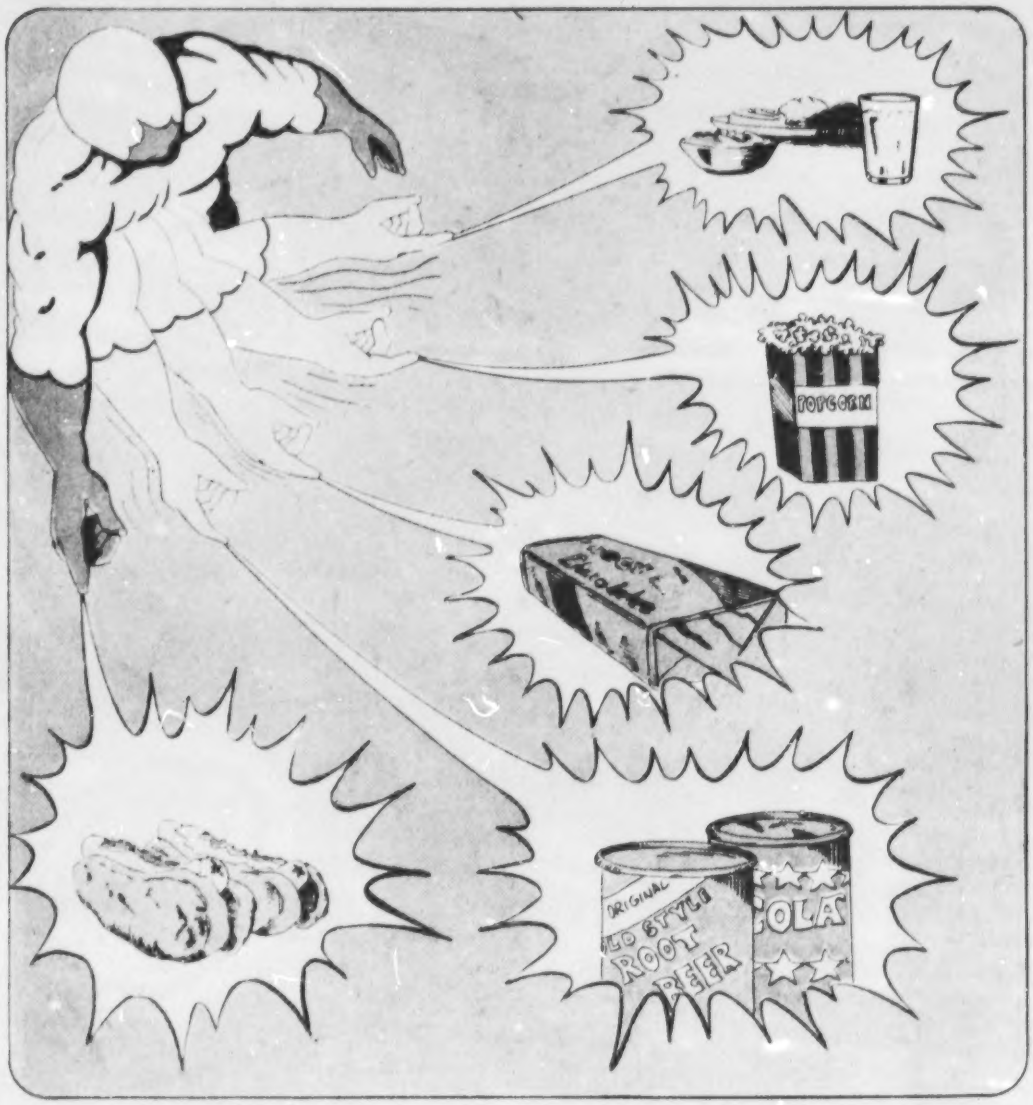
*Writing in the air is called fingerspelling. Drawing in the air is called signing.

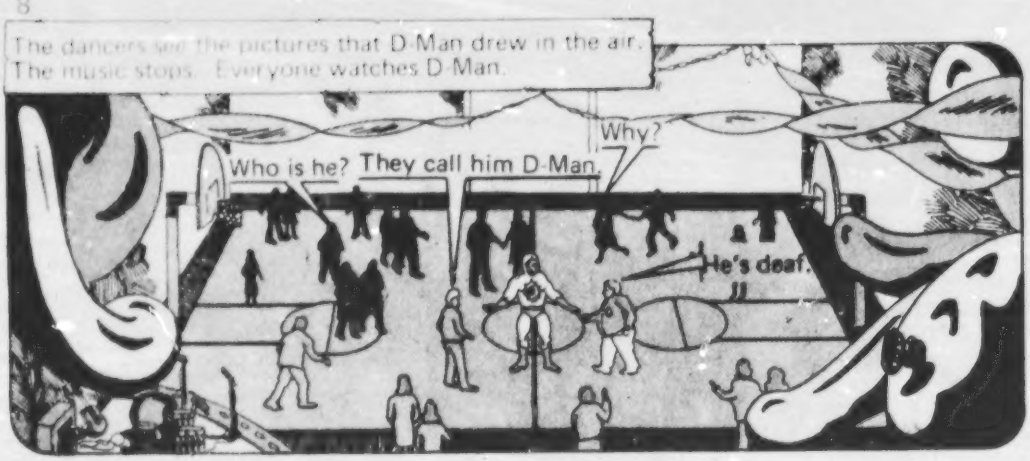
The second half of the game begins. D Man and his new friends watch.
We beat the Darts!
The Tigers won!
Yea!
Yea!
D-Man, there's a dance after the game.
Dance?


That's right! You read my lips!
Do you want to come to the dance?
Yes. Let's go!

They go to the dance in David's car.

Soon, they arrive at the high school gym.
I don't want to dance right now. I feel very sick. I wonder why?


POPCORN
ORIGINAL
OLD STYLE
ROOT
BEER
OLA


The dancers see the pictures that D-Man drew in the air. The music stops. Everyone watches D-Man.
Who is he?
They call him D-Man.
Why?
He's deaf.

I see that you are curious about me. My name is D-Man.
"D" is for deaf. "D" is also for diet. Your diet is the food that you eat.
I know something about everyone's diet.

David feels sick tonight.
Let me show you why.
He ate dinner too fast.
He was in a hurry
to go to the football game.
David went to the game early.
He ate popcorn because he was bored.

The popcorn made David thirsty.
He drank two cans of pop.
POPCORN
Jeff gave David a candy bar.
David ate it because he didn't want
to hurt Jeff's feelings.
David likes Susan very much.
He saw Susan sitting with Bill.
David ate two hot dogs
because he was jealous.

I can help David.
I can change
his diet story.

David ate slowly.
He didn't eat when he was bored.
HOT DOGS
David didn't drink pop when he was thirsty.
No, thanks.
He didn't take a candy bar from Jeff.
David didn't eat when he was jealous.
I wish Susan was with me.

Debbie has some diet problems too.
This morning Debbie did not eat breakfast. She hates milk and cereal.
CORN
AKES
Debbie drank some pop at school because she was hungry.
SODA
MILK

Debbie almost fell asleep in class. She didn't have any energy.*
Debbie looked at the school lunch menu. She didn't like it.
BROCCOLI
MASHED POT
Yuk!
She ate a candy bar and drank pop for lunch.
She went to the dentist after school. Of course, she had cavities. She ate too many sweets.*
I'm sorry, Debbie. You have two more cavities.

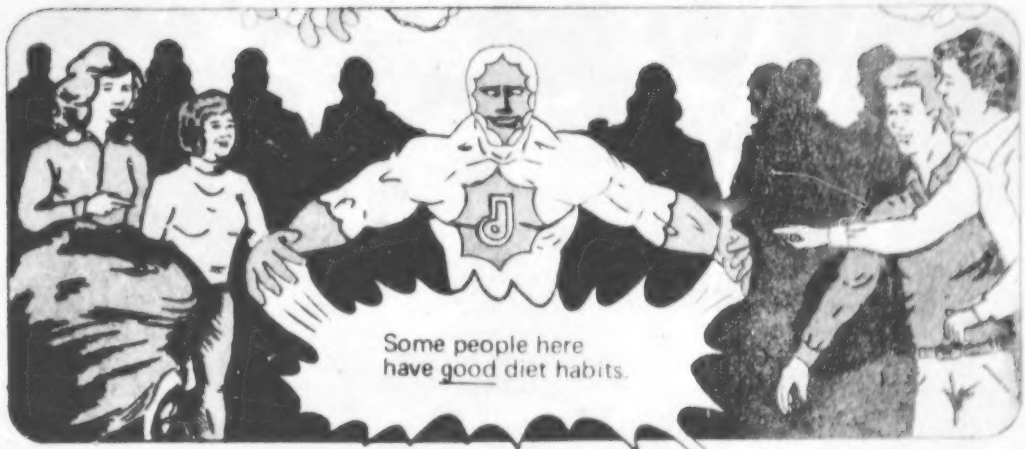
*energy - Energy is the strength to do work.

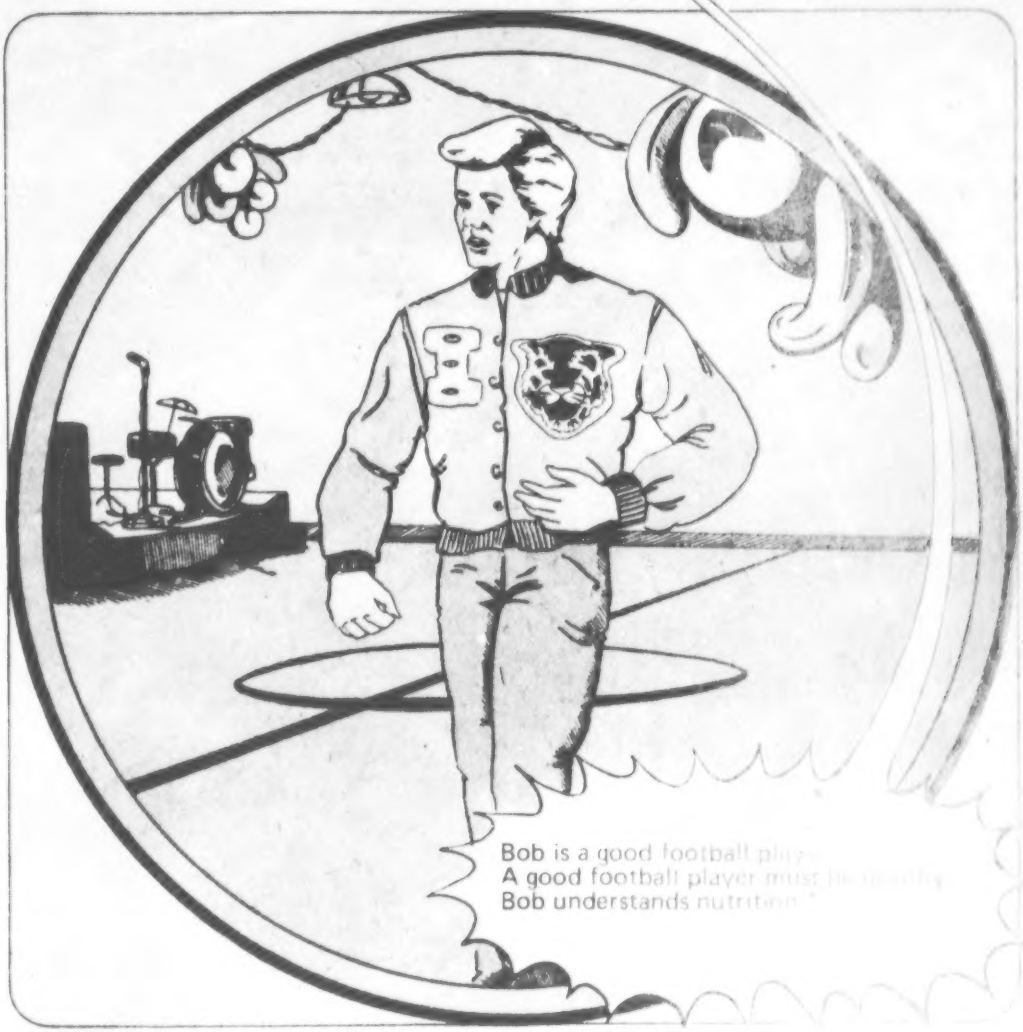
*sweets - Candy, sugar, jam, jelly and some other foods are called sweets. Sweets can cause cavities.

Here is the new Debbie.
She has some new diet habits.
She looks and feels much better.

*nutritious - Nutritious foods are good for your body. They help you grow and make you healthy.

*Daily Food Guide - The Guide divides foods into five groups. The groups are Fruit-Vegetable, Bread-Cereal, Milk-Cheese, Meat-Poultry-Fish-Beans-Nuts, and Fats-Sweets (see back page)





*nutrition. Nutrition is how your body uses food. Good food [illegible] helps you grow.

Bob pays attention in health class. He wants to be healthy and strong.
Bob helps his parents decide what food to buy.
Milk
Eggs
Bread (whole wheat)
~~Cupcakes~~
Fruit Juice
Green
Beans

*nutrients. There are six nutrients in foods. The nutrients are carbohydrates, protein, fat, vitamins, minerals, and water. Nutrients help your body stay healthy.

*Calories are a measure of energy. Your body uses some energy.
Extra calories your body does not use changes to fat.

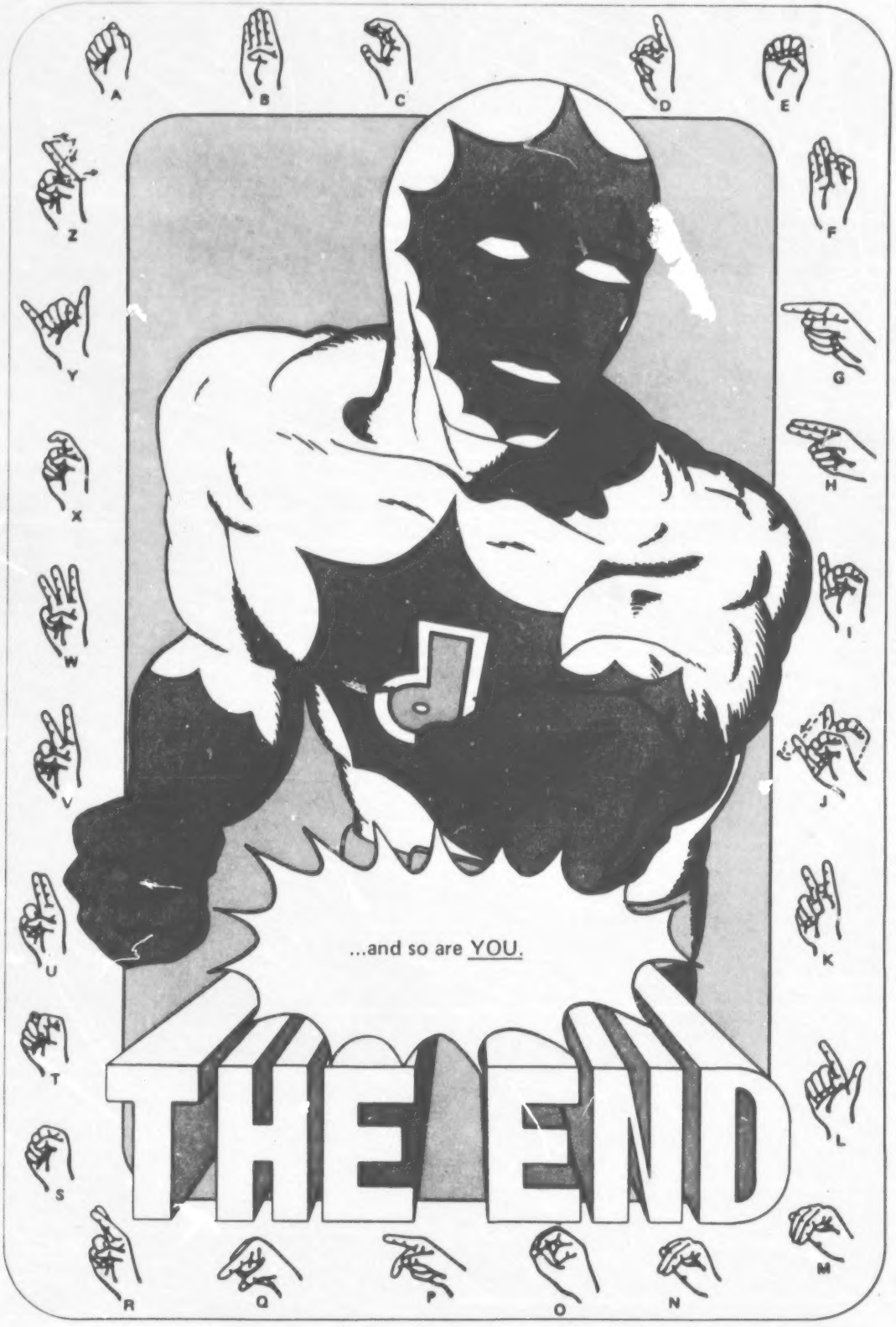
Lisa chooses food carefully.
She eats food that has many nutrients.
She doesn't eat food that has too many calories.
Pies, cakes, and fancy desserts have many calories. They have fewer nutrients.
Fresh fruit and pudding have fewer calories. They have many nutrients.

Lisa plans her meals carefully.
PARTY MENU
PIZZA
APPLE CIDER
FRESH VEGETA
with Cottage Cheese Dip
Lisa is responsible for her diet. She also knows that her younger sister may copy her diet habits.
Mmm! I love broccoli.

Suddenly D-Man's pictures disappear
POOF!
Have you seen enough?
How do you do it D-Man?
Can you show us how to write and draw in the air?
I want to see my diet story.

Here is your first lesson.
Make a "d" with your fingers.
Now point your d-hand at yourself.

You can write your own diet story.
You must begin with your own body.
You are responsible for your diet.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...and so are YOU.
THE END

DAILY FOOD GUIDE